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ABSTRACT

The second volume of this final report of a large study which detailed the day-to-day working of, and student response to, two philosophically different approaches to reading readiness as they were used in six Philadelphia kindergartens reports on the "traditional" approach. The background section distinguishes the traditional approach by its use of sub-skills characterized by a one lesson/one skill format; its agreement on the skill areas of importance--visual discrimination, auditory discrimination, letter recognition, and comprehension; and its reliance on passive responses from children--answering a teacher's factual recall question or circling answers on a workbook page. The methodology section explains that the study draws on the techniques of ethnographers and adopts the methodology of naturalistic observation, noting that researchers observed and recorded teachers and students for 25 full sessions and documented what happened during 73.8 hours of classroom time. The third section describes and analyzes the reading readiness programs in the traditional approach: teachers' reading readiness goals, literacy events, formal reading readiness lessons, teacher-created lessons, and story readings. Conclusions drawn from the observations of this approach are offered in the final section of the volume. Appendixes include a summary of literacy events, observations of two classrooms, and profiles of case study children. No attempt is made to compare this approach with the literate environment approach reported in the first volume. (HOD)

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A DESCRIPTIVE STUDY OF TWO PHILOSOPHICALLY DIFFERENT APPROACHES TO READING READINESS, AS THEY WERE USED IN SIX INNER CITY KINDERGARTENS

PART TWO:

THE "TRADITIONAL" APPROACH TO READING READINESS

FINAL REPORT

Report Prepared

by

Lynne Putnam

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I. BACKGROUND TO THIS STUDY

One definition for "traditional," according to Webster's dictionary, is "customary," and that is the sense in which the term is used in this study. By a "traditional" approach to reading readiness, we refer to an approach which has gained such widespread acceptance that it is the "customary" approach, used more frequently than any other approach.

WHAT IS THE "TRADITIONAL" APPROACH TO READING READINESS INSTRUCTION?

According to Venezky (1975), the dominant appraoch to reading readiness is direct teaching of sub-skills that are considered an important foundation for learning to read. He calls it the "prereading skills" approach.

> Of the various approaches to reading readiness which have been introduced into the kindergartens over the past 50 years, the one that receives the most emphasis today is the prereading skills approach. Although not a unified or codified instructional method, the approach centers on direct instruction in those skills which relate directly to the reading process or to learning to read. (p. vii)

The prereading skills approach is readily visible in the readiness programs of most basal readers. Indeed, an analysis of the readiness programs of the six top-selling basals in this country (Ginn; Houghton Mifflin; Holt, Rinehart & Winston; Macmillan; Harcourt Brace Jovanovich; and Scott Foresman) affords a kind of operational definition for the traditional approach to reading readiness. The fact that such uniformity exists among these programs of the most commercially successful basal series suggests that the prereading skills approach follows a fairly standard form.

Three characteristics, in particular, stand out:

1) A sub-skill approach is used, characterized by one lesson/one skill format. There exists a one-to-one correspondence between a skill believed important for readiness and an activity to develop that skill. Thus skillwork is clearly categorized and compartmentalized. Children attack one skill at a time, in isolation from other skills.

2) There is apparent agreement on the skill areas of importance. Virtually all of these programs emphasize four major areas: visual discrimination, auditory discrimination, letter recognition, and comprehension. The distribution of focus within categories may vary, but the fact remains that there is consensus regarding which categories to include.

In the visual discrimination category, a high percentage of exercises are non-print related, calling for the matching of colors and patterns rather than letters. The primary emphasis of the auditory discrimination exercises is on rhyming and initial consonant sounds, although environmental sounds are included in some programs as well. A typical workbook exercise might consist of a row of pictures of objects, two of which begin with the same sound, and which a child would be asked to circle.

In the letter recognition category, the intent is primarily to teach letter names, although some of the programs also direct attention to a few sound-letter relationships, particularly of the initial consonants.

The comprehension category is divided into two sub-classes. The heaviest emphasis is placed on what might be termed foundation skills, particularly the ability to classify and categorize, and knowledge of conceptual terms like "in-out," "up-down," "same-different." The aim of these activities, it would appear, is to nurture a type of general comprehension which will serve as the basis for reading comprehension. The second sub-class of skills includes those that are traditionally associated specifically with "reading comprehension". In these programs, the ones given the most emphasis are recalling details, retelling a story in proper sequence, and predicting outcomes. Other skills, involving cause and effect, main idea, and story evaluation receive only sporadic attention.

3) A third characteristic of these formal readiness programs is that most of their activities call for a passive response from the child. In general (with the notable exception of the Macmillan program) exercises which require children to circle answers on a workbook page or answer a teacher's factual recall question far outnumber the lessons that call for an active response, involving manipulation of materials, body movement, dramatizations, choral reading or composing.

RATIONALE FOR THIS STUDY

Given the long-standing dominance of the prereading skills approach to reading readiness instruction, it is reasonable to ask what kinds of studies address the impact of that approach on children.

When one of the investigators in this study (Putnam) analyzed the kinds of reading readiness studies and articles published in the five-year period from 1973-78,[1] she discovered that the focus of attention was as follows: of 136 studies and articles relevant to the topic of reading readiness during those five years

- 40% were assessment studies, searching for prereading correlates of later reading achievement;
- 37.5% were intervention or methods studies;
- 11% explored reading-related capabilities, understandings and interests of preschoolers and kindergarteners;
- 6.5% focussed on the abilities and home background experiences of "early readers" (children who enter school already knowing how to read, usually without having had formal instruction);
- 3% were miscellaneous;
- 2% were surveys to establish current reading readiness practices in kindergarten and first grade.

One can infer from this breakdown that the amount of attention researchers directed towards the documentation of current readiness practices was minute; furthermore, the few studies that were undertaken relied on answers to written questionnaires for their data base.

As for intervention studies - which have long been a favorite of reading readiness researchers - bibliographic entries indicate that those studies relevant to the prereading skills approach (27% of the intervention studies and articles for 1973-78) focussed training on

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[1] The annual bibliographies compiled by Reading Research Quarterly provided the source of information for that analysis. During the five-year period from 1973-1978, those bibliographies listed 2780 entries, of which 136 (nearly 5%) were judged relevant either to prereading, or to early reading among preschoolers and kindergarteners.

development of a single skill (like letter discrimination) rather than on a set of skills. In other words, researchers investigated pieces of a prereading skills approach, but not complete programs in the form likely to exist in actual classroom practice.

Furthermore, the assessment of program effects in these studies was limited to pre- and post-tests. Researchers did not venture into actual classrooms to observe and describe a prereading skills program in operation. They did not describe program content, teacher-pupil interaction, and the day-to-day student responses to lessons. They focussed, in short, on outcomes - as measured by test scores - and ignored process.

Thus, in 1981, it is still possible to make the following statement: despite the fact that the prereading skills approach has prevailed as the dominant form of reading readiness instruction in this country for the past half century, there is no published research which examines its workings in context, in the classroom, detailing children's behavioral responses.

Such research seems long overdue.

How "Scientific" is the Prereading Skills Approach?

The fact that a particular conceptualization and curricular approach have dominated the reading readiness landscape for many years is reason enough to explore its workings. But if, in addition, that approach rests on some logically flawed assumptions, the need to know how children respond to its methods becomes even more pressing.

That is what the researchers in this study believe to be the case. Two of the cornerstone assumptions in the "traditional" prereading skills approach which we question are:

1) the belief that correlational studies provide a basis for deciding which skills are important for reading readiness;
2) the assumption that direct teaching of sub-skills is the best way to help children develop the desired skills.

With respect to the first matter of how instructional content is determined, there are essentially two sources for decisions about which skills to focus on. One source is a task analysis of skills

involved in the act of reading; the other source is correlational studies. (Venezky, 1975)

Researchers who should know better, will often take data concerning which skills correlate highly with successful reading and leap to the conclusion that those skills should be taught to prereaders. The following statement by two researchers (King and Friesen, 1972), who studied which skill factors differentiated a group of early readers from a group of non-early readers, illustrates a common line of reasoning:

> Some factors associated with early success, such as intelligence, may be stimulated, but cannot be taught in a manner comparable to specific reading skills. However, for those skill areas that have already been identified as being significantly related to reading success we can at least work to do an increasingly better job of teaching them. Those skills include visual discrimination, letter recognition, word recognition, and listening to and following directions.
>
> (p. 160)

The logical error in this line of reasoning is captured by the familiar researchers' dictum: "correlation is not causation." That is to say, one cannot assume that because certain skills are statistically associated with reading success, they are <u>responsible</u> for the reading success. The factors which correlate with a phenomenon like reading success <u>might</u> be causal; but they might also be irrelevant; or they might be the result of a third intervening variable. At any rate, since statistical correlations in themselves provide no basis for interpreting <u>why</u> they exist, there is no logical basis for using them to determine the focus of an instructional program.

Let us now examine the second assumption we find questionable in the prereading skills approach - namely, the belief that <u>direct teaching</u> of sub-skills is the best way to proceed methodologically.

Given the pedagogical traditions in this country, which tend to stress teacher-assigned tasks, emphasis on factual knowledge, sub-skill practice and, more recently, an emphasis on behavioral objectives, it is understandable that most reading readiness curricula today would emphasize the direct teaching of discrete skills considered important for success in beginning reading. But what, other than "tradition," is the argument upon which that decision rests?

The conceptualization of what readiness is (i.e. a series of skills and other factors within the child) does not warrant any conclusion about how it may be acquired. To reach that kind of conclusion requires some kind of assumption about the nature of learning.

Venezky (1975) articulates a commonly held viewpoint that tends to remain at the heart of the argument for direct teaching of prereading skills:

> Children who enter kindergarten without all of the visual and sound prereading skills generally will not acquire the missing skills through maturation, general readiness instruction, or by discovering them on their own. Direct instruction in the specific skills seems to be required to ensure mastery. (p. vii)

Venezky claims that direct instruction in prereading skills is justified, not only by logic, but by "a limited experimental base." (p. 23) It is difficult for the researchers in this study, however, to see how such an assertion can be maintained. In the first place, the burden of pertinent research evidence suggests just the opposite: direct training in such commonly listed reading readiness areas as visual-perceptual performance, motor skills, and knowledge of letter names, does not have a direct pay-off for early reading achievement. (Cohen, 1969; Johnson, 1970; Ohnmacht, 1969; Paradis, 1974; Pryzwansky, 1972; Samuels, 1970; Williams, 1969). Secondly, methods other than ones in which separate skills are directly taught to children have rarely been included in the repertoire of reading readiness intervention studies, so that there has been almost no ground for comparison of direct versus indirect instructional approaches. Thirdly, the phenomenon of early readers and writers - children who have learned to read or write before coming to school, generally without formal instruction - offers strong contradictory evidence against the claim that direct instruction is necessary for mastery of needed skills. (See pp. 2 - 5 for discussion of early reader studies.)

In sum, the researchers in this study believe there are enough weaknesses in the theoretical underpinnings of the prereading skills approach that close examination of its effects upon the learning responses of different populations of children is imperative. Such

research seems particularly critical in the case of low-income and minority group children, who, historically, have fared worst in our schools with respect to reading achievement.

II. METHODOLOGY

The first matter of concern was selecting the teachers and children who would participate in the study.

As was mentioned in the introduction to this report, comparison of the "traditional" prereading skills approach to reading readiness with the "literate environment" approach was not the primary goal of our research. At the same time, we wanted to be in a position to draw some comparisons. For that reason, we decided to include the same number of classrooms in each study, as well as to match student populations to the extent possible.

When it became apparent, therefore, that only three of the original five teachers who had been chosen for the "literate environment" study would remain in that study, it was decided that only three "traditional" approach teachers would be chosen as well.

SELECTION OF THE TEACHERS

In the search for three "traditional" approach kindergartens, the following criteria took precedence:

1) Kindergartens were sought where the student population was similar to the population in the "literate environment" classrooms, both in terms of socio-economic status and ethnic background. Thus the search was limited to Title I schools, with primarily black youngsters from low-income and low middle-income families.
2) The length of kindergarten session was a factor. The parochial kindergarten in the "literate environment" study lasted all-day; thus it was to be matched with a parochial "traditional" approach kindergarten that also lasted all day. The two public school kindergartens in the "literate environment" study were half-day sessions; thus they could be matched only with half-day kindergartens (eliminating Follow-Through kindergartens from consideration, because they extended for four hours).

3) It was, of course, mandatory that teachers selected for the "traditional" approach part of the study follow a reading readiness program which fit our definition of a "traditional" pre-reading skills approach. To insure that such an approach was followed, the project director wanted to include only classrooms where some commercially available reading readiness program was in use that focussed on direct teaching of sub-skill areas like letter names, visual and auditory discrimination, and comprehension.

Only after these three criteria had been satisfied could the matter of teacher style be considered.

Originally the goal had been to locate teachers who matched their "literate environment" counterparts in terms of classroom management style (particularly the use of positive reinforcement to control behavior) and in their attitude towards the children (having high expectation for pupil capability and performance.) From the researchers' point of view, such a match would have been ideal because, along with a match in student population, it would reduce some important non-curriculum variables which might affect student achievement, and thus increase the confidence with which comparisons could be made of the impact on students of both types of approaches to reading readiness.

Finding close matches in teacher style proved unrealistic, however. For one thing, there was the pressure of having limited time in which to visit and select teachers, since the project director was needed as change agent in the "literate environment" classes if that program was to be set in motion. Secondly, the potential pool of candidates was narrowed in the process of filling the first three criteria. The location of an all-day parochial school kindergarten with a low-income, primarily black student population was a case in point. According to the early childhood supervisor for Philadelphia parochial schools, only two kindergartens could qualify. Both teachers in those classes were observed, but one declined to participate in the study because of heavy commitments in her personal life. That left the project with just one choice really - and, fortunately, that teacher accepted. The fact that her behavior management style

with the children did not parallel that of the parochial school teacher in the "literate environment" part of the study was considered less important than the fact that she used a "traditional" approach reading readiness program, and that her students - all black, and many Title I eligible - seemed similar to the parochial "literate environment" class.

The Selection Process

Essentially two steps were followed in locating "traditional" approach teachers: the first was to ask for recommendations of competent kindergarten teachers whose classes would meet the first three criteria that were cited; the second was to contact the teachers and visit their classrooms in order to establish the kind of readiness program they used.

The primary recommendations for teachers to consider came from the early childhood supervisor for parochial kindergartens, and from the early childhood supervisor for the public school district in which the two public school "literate environment" classrooms were located. In addition, kindergarten teachers in the schools identified for the "literate environment" condition were approached, in the belief that having both a "traditional" approach and a "literate environment" classroom in the same school would solve the problem of matching student population.

The selection of the parochial school teacher was accomplished by the end of September, but selection of the public school teachers was delayed until October, due to a three-week public school teachers' strike in September.

Teacher Profiles

Ms. C.

Ms. C. is a black woman, probably in her early 30's. This was her sixth year of teaching, her third year in kindergarten. Her students are all black, and probably from the same socioeconomic level as the children in Mrs. R.'s "literate environment" classroom: namely from families where parents hold blue-collar jobs, and have enough money to pay the parochial school tuition.

Ms. C.'s classroom is noticeably more cheerful than the rest of the building in which she teaches, due to the way she has arranged and decorated it.

Although she seems to like children and to consider teaching kindergarten very important, she was often impatient with the children. Especially in the beginning of the year, she spoke to the children in a loud voice, frequently interjecting sharp-toned reprimands into what she was saying. She would stop activities to have the children put their heads on the table until they were quiet. Further punishment - particularly aimed at the four children whom she identified as behavior problems - consisted of sending children into the hall, taking away recess time, and keeping students after school. As Ms. C. softened these tactics second semester, her control over the children's behavior improved.

Perhaps one reason for Ms. C.'s constant reminders to the children to sit still and be quiet was her belief in the importance of kindergarteners learning to listen and follow directions. "They have to listen to follow instructions; that's the only way they're going to learn. So the first thing they have to learn is how to be still and how to listen, or whatever you teach will go out the window." Indeed, at the time of the baseline observation on October 17, this was her major goal and focus.

Ms. C. was the only "traditional" approach teacher to group her students for readiness instruction. Just prior to baseline observation she had identified 7 children who would comprise the "top" group for her to work with during center time. There was also a middle and low group. Apparently assignment to one of these groups was made on the basis of emotional and social maturity rather than on the basis of performance on a test or cognitive task. Of her "bottom" group, Ms. C. said: "They're still babiefied, and they still have to get the play out of them, before they can sit down and really settle themselves to pay attention."

Mrs. C.

Mrs. C. is a mature, slim, soft-spoken black woman who is a veteran teacher, with 22 years' experience (13 of them in kindergarten). She runs a morning and an afternoon class, each with about 28 students on roll. Except for an occasional student teacher assigned to her, she does not have the help of a classroom aide, although she does have several prep periods a week during which the children go with another teacher for music or science, etc. Her pupils are all black, many of them from low-income families.

The thing that immediately strikes an observer watching Mrs. C. conduct a kindergarten class is her even, patient manner with the children. Neither researcher ever observed her raise her voice or speak sarcastically to a child at any time during the year. Even towards the end of the school term, when the children

appeared to become noisier, and in some instances unruly, and when Mrs. C. admitted she was frustrated with their behavior, she still would speak in a level tone. She might flick off the lights and ask them to put their heads on the table and be quiet, and she might tell them she was displeased with their behavior, but she never berated them.

The way Mrs. C. listened to children and talked to them clearly left the impression that she respected them. Usually she thanked them when they performed well, and reasoned with them when they misbehaved.

Mrs. C. was a skilled piano player and singing was a special activity in her room (a few songs usually accompanied the opening exercises). Not only did the children appear to enjoy singing, their voices sounded far better than the usual kindergarten effort - a phenomenon which probably resulted in some way from Mrs. C.'s own pleasure in music.

While she placed a lot of importance on the children's social and emotional development during kindergarten year, she also felt it was important for them "to listen and follow basic instructions." This was especially emphasized during whole group workbook lessons, which were conducted very much in the manner of a test-taking session for young children, with the teacher giving instructions before each question, and reminding everyone to wait until she told them to go on to the next question.

Mrs. G.

Mrs. G.'s classroom is located directly across the hall from Mrs. B.'s "literate environment" class. As is the case with Mrs. B.'s class, the student population is 100% black, and 98% Title I eligible. Since they are in the same kindergarten annex building of the same school, both teachers are exposed to the same conditions: the same physical facilities, the same principal leadership, etc. The only circumstance in which they differed was that unlike Mrs. B., Mrs. G. did not get an in-classroom aide until the springtime.

Mrs. G. is a white woman who has taught for 15 years. She has her master's degree in education, and nearly enough course credits beyond that to qualify for a doctorate. At the end of the 1980-81 school year, she took a leave of absence to attend a well-known graduate school of education in the East.

She is particularly interested in curriculum development - which is why she initially accepted an interview with the project director after having been recommended by her principal for the "literate environment" part of the study.

When the "literate environment" approach was explained to her, however, she had several objections: for one thing, she felt that Putnam did not understand the problems of the children she works with and was overestimating what they could do; secondly, she

felt strongly that visual discrimination exercises and other activities traditionally included in the reading readiness repertoire should not be eliminated. Also she didn't think parents would come into the classroom to read to the children, because "many of them can't read," and "you should see the notes they write." For these reasons she did not believe the "literate environment" approach would work. She did, however, agree to participate in the study as a "traditional" approach teacher.

Mrs. G. views learning as a step-by-step process in which the omission of any of the earlier steps is likely to cause problems later on. She is acquainted with Piagetian theory, and often stresses a need for children to be able to classify, order, compare, etc. This belief is followed up on in her classroom routine. During "free play" time, she works with individual children on tasks like sorting different size containers and putting together puzzles. She believes the children she works with need help with this kind of task. She also believes they are handicapped by a "limited vocabulary." She says that when they are asked questions, they say "yes" or "no," but don't give thoughtful answers. One of her teaching goals is to get them to go beyond rote recall responses.

Unlike the other two teachers, Mrs. G. did not make many attempts to reduce the noise level of her students, which remained unusually high throughout the year. Also, her view of the children tended to be pessimistic. She felt that about one-third of her class were "slow learners," and that several of them were emotionally disturbed. One day, as she led her children from the playground to the classroom, she commented to the aide: "I feel as if I'm running Bayberry Hospital" (a state mental institution).

What can be said of the three "traditional" approach teachers as a group?

Certainly they and their classes meet our first three criteria for selection: they match "literate environment" classrooms in terms of student population and length of teaching day; also they use readiness programs that fit our definition of a "traditional" prereading skills approach to reading readiness.

But how representative are they of kindergarten teachers in Philadelphia? How representative are their variations in behavior management style, in overall curricular goals, and in the attitudes they hold towards the children they work with? Teacher idiosyncracies, which may be balanced out in studies where large samples are used, become more important when the sample size is small, as it must be in this kind of descriptive study.

Actually, there is no way of knowing how these teachers might compare in terms of teaching competence, attitude and management style with all kindergarten teachers in Philadelphia, because there is no data about what goes on in all the kindergarten classrooms in our city. It is not possible, therefore, to assess the representativeness of the teachers one way or the other.

What we are left with is the fact that all three teachers were initially recommended by either a principal or a reading supervisor, and that all three volunteered to participate in the research project knowing they would be observed closely and knowing there would be no financial payment for their participation. In our opinion, those two facts suggest that these teachers may be a cut above average.

We strongly suspect that the diversity represented by their different styles is reflective of some of the variations which exist in the real world of teachers, but we cannot be sure to what extent this might be so. All we can do is document what happens in their classrooms and look for commonalities underlying the surface differences. If similarities in reading readiness programs and pupil response crop up in these three classrooms <u>despite</u> variations in teacher style, the likelihood is increased that what is being witnessed is the result of a particular curricular approach.

DATA COLLECTION

The main source of information about the "traditional" approach classrooms comes from 25 observations, totalling 332 single-space typewritten pages of notes. (An observation schedule will follow.)

The majority of these observations were conducted by Carolyn Watkins, a doctoral student hired as research assistant for the project.

The same procedures were followed basically as were followed in the observations for the "literate environment" classrooms:

- Observations lasted for the full teaching session (approximately 5 hours for Ms. C.'s parochial school classroom, and 2½ hours for the two public school teachers, who held half-day sessions.) Only one section of the two public school teachers' classes were observed.

- The major commitment was to capture as fully as possible what happened during literacy events (any activity involving the printed word). When it was feasible, events like formal reading readiness lessons and storyreadings were tape-recorded so that teachers' directions and teacher-pupil dialogue could be rendered accurately.
- A running account was kept of the times at which activities started and stopped. The point of this was to allow for a fairly accurate count of the number of minutes a class spent on literacy events during a given session. It also allowed for an accurate count of time spent on academic activities, and time spent on non-academic activities - like transitions, bathroom and snack times.
- Up until late January, researchers focussed on the whole class during observations. After that time, the focus shifted between case study children and the whole group. (See chart on p. for a breakdown of researcher focus.)
- When a case study child was the focus of an observation, the intention was to capture as fully as possible how that child spend his or her time during a while class. That might entail sitting at a table with the children during snack time and taking notes on their conversation (even if it had nothing to do with literacy); or it might entail asking a child questions about what he or she was doing. If a case study child not engaged in a literacy event, however, and some other children were - then priority shifted to covering the children engaged in a literacy event.
- On three occasions - for the first (or "baseline") observation, a mid-year observation and the final observation - both Putnam and Watkins worked as a team taking notes (with Watkins typing up the notes.) The purpose of this was to provide as complete coverage as possible. The remainder of the observations (with one exception) were conducted by just one of the researchers.

- All three teachers were informed of when the first, or baseline, observation would be carried out, but after that the researchers appeared without giving prior notice. This was done so as minimize the likelihood that teachers would "prepare" something special for observation days.
- An attempt was made to schedule visits on days when the most amount of in-classroom time would be available. Thus Mrs. G. would not be observed on the days when she took her children out to the playground for part of the afternoon, and an attempt was made not to observe Mrs. C. on the days when she had a prep period.

OBSERVATION SCHEDULE

	Date	Researchers	Minutes Observed	Focus	Typewritten Pages
Ms. C.	10/17/80	Putnam/Watkins	305	whole class	23
	12/ 9/80	Watkins	211	whole class	11
	1/21/81	Watkins	225	whole class	10
	1/23/81	Watkins	247	Kimberly/Gregory	15
	2/17/81	Watkins	296	Gregory/whole class	19
	4/22/81	Watkins	352	Gregory	15
	5/14/81	Putnam/Watkins	330	Gregory/whole class	26
Totals: 7 observations		Putnam: 2 Watkins: 7	1966	Gregory: 4 Kimberly: 1 whole class: 5	119
Mrs. C.	11/ 5/80	Putnam/Watkins	135	whole class	14
	12/ 3/80	Watkins	126	whole class	9
	1/15/81	Watkins	135	whole class	7
	1/16/81	Watkins	135	whole class	7
	1/19/81	Putnam/Watkins	135	Kareem/Ebony	12
	3/ 6/81	Watkins	180	Kareem/Ebony whole class	19
	4/27/81	Watkins	132	Kareem	13
	4/30/81	Putnam	150	Ebony	19
	6/ 9/81	Putnam/Watkins	183	Kareem/whole class	22
Totals: 9 observations		Putnam: 4 Watkins: 8	1311	Kareem: 4 Ebony: 3 whole class: 6	122

	Date	Researchers	Minutes Observed	Focus	Typewritten Pages
Mrs. G.	11/17/80	Putnam/Watkins	128	whole class	13
	12/ 8/80	Watkins	135	whole class	9
	12/15/80	Watkins	131	whole class	10
	1/27/81	Watkins	100	Robert	9
	1/30/81	Watkins	135	Kia	9
	3/18/81	Putnam/Watkins	132	Robert/Kia whole class	11
	5/ 6/81	Watkins	130	Robert	7
	5/ 7/81	Putnam	130	Kia	8
	6/ 5/81	Putnam/Watkins	129	Kia/whole class	15
Totals:	9 observations	Putnam: 4 Watkins: 8	1150	Kia: 4 Robert: 3 whole class: 5	91

Total Number of Observations in the "Traditional" Approach Study: 25

Total Number of Minutes Observed: 4427 (or 73.8 hours)

Total Number of Typewritten Pages of Observations: 332

The Researchers' Role

Unlike the role adopted by the researchers (particularly Putnam) in the "literate environment" study, the researchers' role in this portion of the study was limited to that of observer.

Since the object of this study was to observe several "traditional" approach classrooms as they are, the researchers guarded against making comments or suggestions to the teachers which would alter either the teachers' behaviors or the classroom program.

The only real feedback given to the teachers during the course of the school year was in the form of copies of their baseline, mid-term and final observations. In addition, tapes taken during baseline observation were loaned to Ms. C. to listen to, at her request.

Admittedly, it was difficult for the researchers not to speak to the "traditional" approach teachers about what they saw during observations. Both Putnam and Watkins felt so strongly about the success of the "literate environment" approach, they could not help wanting to see changes in the "traditional" approach classrooms. These thoughts were voiced only between themselves, however, and to our knowledge were not indicated to the teachers.

The enthusiasm both researchers felt for the "literate environment" approach of course raises the issue of researcher bias, as does the fact that one of them (Putnam) had spent six months on an analysis of the weaknesses in the theoretical underpinnings of the prereading skills approach.

Obviously researcher bias existed. The question is, what steps were taken to maintain objectivity in the face of this bias?

The answer lies primarily in the method of data collection. Field notes were not retrospective accounts jotted down after class was over (which would have maximized opportunities for editorializing). Rather, they were running accounts taken as class was in session - with the commitment to capture as factually and realistically as possible what teachers and students were saying and doing as they were saying and doing it. To further insure that the words of teachers and students would be captured with precision, taperecordings were made whenever feasible - as in the case of formal reading readiness lessons and

storyreadings - and transcribed directly into the typewritten version of field notes. (It should be noted that because literacy events in the "traditional" approach classes tended to be whole group and teacher-directed, they lent themselves more to taperecording than did literacy events in the "literate environment" classes. It was relatively easy, for example, to tape and transcribe a teacher's running comments and directions during a "traditional" worksheet lesson whereas it was virtually impossible to tape all the spontaneous pretend reading and small group discussion that erupted throughout a "literate environment" classroom during booksharing period.)

Perhaps the best testimony to the researchers' attempts to render objective descriptions in their observations came from the traditional teachers themselves. After reading some observations of her class, Ms. C. commented that she may not have liked everything she read, but she thought it was accurate.

In summary, it was felt that the methods used for the classroom observations minimized any editorializing which the researchers may have felt inclined towards, and that if researcher bias were to present a problem, it was more likely to arise at the point of data analysis than at the point of data gathering.

DATA ANALYSIS

The purpose of this study is to understand what happens <u>in the classroom</u> on a day-to-day basis in a "traditional" sub-skill approach to reading readiness. Thus <u>description</u> is a major goal of analysis.

The observations themselves offer the most complete description, of course. Unfortunately, they cannot be presented in their entirety, so the challenge is to find a way to summarize what happened.

The first step in this summarizing process was to decide on a focus. Because the "traditional approach teachers were not "matched" in terms of management style with the "literate environment" teachers, it was decided that direct comparison between matched pairs of "traditional" and "literate environment" classrooms would be unfair and should be avoided. If there were to be comparisons, they should focus on similarities and differences between the two curricular

conditions, and this could not be done until after each condition had been analyzed thoroughly by itself.

Thus the first and basic task would be to look for differences and commonalities among the three classrooms within the "traditional" approach, without reference to the "literate environment" approach.

Since the observations themselves had focussed on literacy events, it was decided that the search for patterns among the three "traditional" approach classrooms would focus on quantitative and qualitative aspects of those literacy events, specifically:

- How much "time on the line" was spent with literacy events in each classroom, and what was the breakdown of how that time was distributed?
- What was the nature of each type of literacy event that could be identified?

The decision to focus on the quantitative and qualitative aspects of literacy events formed the basis for dividing and categorizing the data. One copy of each of the 25 observations gathered in the "traditional" approach part of the study was cut apart and sorted into the following folders:

- "Time on the Line" summaries
- Formal reading readiness lessons, using commercially published programs
- Teacher created reading readiness lessons
- Storyreadings
- Literacy events during center time

In addition to these categories, there were two others: "Left-overs" and "Teachers' comments." The "Left-overs" pile included all transition times between activities, bathroom and snack times, etc. as well as all academic activities that were not literacy related. It was considered important to save and group all notes from times other than prescribed literacy event periods, in order to determine if children discussed or interacted with books or print when not directed to do so.

As for teachers' comments about the reading readiness program, most of the entries in this file came from baseline and final observations, at which time the researchers asked the three teachers the same set of questions. At the beginning of the study, for example, the teachers were asked to list their reading readiness goals for the year; and at the end of the school year, they were asked to evaluate their children's progress. This file also contained notes from a follow-up meeting in July, attended by Ms. C. and Mrs. C., along with Dr. Botel and Putnam.

The sorting process was completed in late June by Franklin Chrisco, a graduate student hired by the grant for 77 hours' work.

At this point each category of notes became the focus for intensive analysis. The goal, really, was to identify and describe hallmark features that prevailed across all three classrooms for each category of literacy event. Each entry in each category for each teacher was scrutinized, and several passes made through the data to determine key patterns and questions of interest that related to teacher management, teacher-pupil interaction, and student literacy-related response. In the course of reviewing notes of storyreading sessions, for example, summary sheets were made to help detect patterns in the kinds of comments teachers made during storyreadings (including any mention of print, definition of words or explanations of storyline); the kinds of questions they asked children about the story; the extent and nature of sanctioned pupil talk; whether teacher or students initiated a response.

The final step in this analysis was to synthesize findings that emerged from these mini-analyses of individual categories of literacy events. The point was to detect linkages <u>across</u> categories. Was there a pattern to students' literacy-related responses? Did the children respond differently to some kinds of literacy events than to others? Were there certain kinds of literacy-related behaviors which tended <u>not</u> to be elicited? Discussion of these kinds of questions form the conclusions.

III. DESCRIPTION AND ANALYSIS OF THE READING READINESS PROGRAMS IN THE "TRADITIONAL" APPROACH KINDERGARTENS

This study represents the first piece of American educational research we know of to examine the impact of a prereading skills approach to reading readiness by going into the classroom to observe the children and the learning process periodically throughout the year. As such, its main contribution to the research literature will be a description of what happened in those classrooms with respect to literacy.

The challenge, from a reporting standpoint, is to summarize the original descriptions contained in 332 single-space typewritten pages of field notes, gathered during 25 separate observations which represent 4399 minutes, or 73.3 hours, in the study classrooms.

Probably the easiest way to convey key patterns shared by the three study kindergartens in their prereading skills programs is to examine each type of literacy event separately, and in detail, as it occurred across all three classrooms. Subdividing the description and analysis according to types of literacy events has its disadvantage, however. It makes it difficult for someone who has not read the original observations to get a picture of what an entire day looks like in these classrooms.

To fill in that gap, a full observation of one of the "traditional" approach kindergartens will be included in the appendix. If that observation is read along with this chapter, it should supply an element of context to flesh out our micro-analysis of literacy events.

This chapter will begin by focussing on the teachers' stated reading readiness goals, and then on the quantitative amount of class time devoted to literacy events. This is more in the nature of an introduction, however. The bulk of the chapter will focus on a qualitative account of what different types of literacy events looked like - the skills they addressed, the type of teacher/pupil interaction they involved, and so on.

One of our concerns in describing these literacy events is a problem endemic to ethnographic studies: what is reported is more of a summary than a presentation of raw data. That puts readers in the position of being asked to accept at face value how the reporting researcher interprets the data, without being given the opportunity to study the original observations and decide for themselves whether a given interpretation seems warranted. In the hopes of minimizing this dilemma, the account of literacy events will include as many excerpts from original observations as deemed appropriate to illustrate interpretations and to impart some of the flavor of what it felt like to be in those classrooms participating in those events.

Before proceeding, we would like to mention one other concern, having to do with an ambivalence we felt as a result of our allegiance to the teachers on the one hand, and our commitment to reporting our findings on the other hand. Perhaps this, too, is a problem endemic to ethnographic studies.

Clearly the teachers in this study were doing us, the researchers, a favor by letting us into their classrooms. Furthermore, they were interested in their students and in teaching. They believed in what they did, and obviously had enough pride in it that they were willing to share what they did with us. Thus we felt respectful of their beliefs about teaching, as well as grateful to them for their help.

Given these feelings, it becomes uncomfortable at times to report what we saw in their rooms, because portions of our description and analysis sound negative in tone. The difference in perspectives probably accounts for much of this: as one can tell from our emphasis in the "literate environment" curriculum previously described, we value certain literacy experiences which the "traditional" prereading skills approach - and, therefore, the teachers following that approach - do not consider important. Printing, for example, is a literacy behavior we value, and, therefore, look for. Given this focus, we point out in our analysis that very little printing occurred in the three "traditional" approach kindergartens. Such observations, because they are phrased in the negative, have a pejorative ring to them.

We wish to point out, however, that at no time do we mean to be disrespectful of the efforts made by the three teachers in this study. Our intention is not to dissect the teaching style of these individual teachers, but rather to examine a particular approach to reading readiness as it operates in actual classroom practice. While it is true that we question major assumptions underlying the "traditional" prereading skills approach, we do not question the good intentions of the teachers who helped us observe that approach in action.

TEACHERS' READING READINESS GOALS FOR THE YEAR

When baseline data was gathered, approximately six weeks after classes were in session, each of the "traditional" approach teachers was asked what her reading readiness goals were for the year.

As research data, these statements of goals are important for several reasons. In the first place, they reveal where the teachers are aiming their sights, what skills they consider important - in a sense, how they define "reading readiness." Secondly, they provide a base against which to compare what teachers actually did throughout the year - whether the focus of literacy events in their classes was consistent with the stated focus of their goals. Thirdly, they provide a basis for assessing whether their children graduated in June with the skills their teachers wanted them to have.

The following reading readiness goals were cited by the teachers.

Ms. C. (parochial kindergarten teacher):

- Ms. C. stated her most important reading readiness goal for the children was for them to learn to associate letters and sounds.
- Comprehension of stories was another important goal (as stated in the July, 1981, meeting with Botel and Putnam).
- She also expected that they would learn to recognize some sight words by the end of the year.

Ms. C. really started formal reading readiness lessons earlier than was considered appropriate by the parochial schools, whose official policy was to wait until second semester. According to the

parochial schools' supervisor for early childhood programs, the rationale behind that moratorium is that the children will soon enough be asked to do worksheets; the first half of kindergarten should provide a respite from that kind of work.

Ms. C., however, felt that "you have to use your own judgment, because now the children are coming to the kindergarten with - they already know how to write their names - and some of them are already beginning to read." So she starts readiness work first semester, though she admitted, "They won't actually sit down and read a story, because that's the work for first grade. Unless they change the regulations and curriculum in kindergarten, that's what we'll have to do."

Mrs. C.:

"My goals vary from year to year. I will expect more this year than previous years, because they came in with more in terms of a good number of them seem to know their letters. They seem to have a broader base of understanding this year; they seem to be a little more mature. This may be due to Sesame Street which they did not have years ago, or television, or children might be getting just a little bit smarter in some ways."

Mrs. C. expected that when her children left her in June:

- "They should know all their letters."
- They should "recognize capital and lower case letters....they should know that names begin with capital, and streets, countries and states"
- They should "recognize their names and some of the others' names."
- "They should know opposites."
- "They should be able to give rhyming words."

She did not, however, expect them to have a sight vocabulary.

Mrs. G.:

When asked what her reading readiness goals were for the year, Mrs. G. listed the following skills.

- "To be able to discriminate the letters. If you had three letters which two are alike...If you had three words, which

two words were alike."

- "They should be able to recognize all the letters of the alphabet, capital and lower case."
- "They should have some idea that letters have sounds. And maybe know what some of the sounds are - for some of the consonants, not the vowels."
- "They should be able to use pictures and match up things that begin with the same sound."
- "They should be able to, out of three words, pick out the two words that rhyme."
- "They should be able to listen to a story that is being read and predict the outcome of the story."
- "They should be able to answer questions about what happens next in a story."
- "They should be able to look at pictures and tell you in fairly good sentences what was happening in the picture - what was going on, what might happen in the next picture to come."
- By the end of the year, "some of them would be doing their own writing on pictures and asking me how to spell words and writing on their pictures - drawings."

Looking at the goals of all three teachers, they appear to share a common base in two respects. First, they reflect a traditional view of "reading readiness" as a series of skills within the child that contribute to success in beginning reading - a view consistent with the prereading skills approach (see p. 180).

Secondly, the skills the teachers named are consistent with the skills focussed on in most commercially available reading readiness programs. Earlier in this chapter, it may be recalled, the areas included in the readiness programs of the six top-selling basals were listed as visual discrimination, auditory discrimination (including exercises in rhyming and initial consonant sounds), letter recognition, and comprehension (including two categories: foundation skills like the ability to classify on the one hand, and "reading comprehension" skills like recalling details and retelling a story in sequence on

the other hand). (See p. 181) Although the "traditional" approach teachers in our study placed the most emphasis on knowledge of letter names and sounds, their goals nevertheless came from all four categories.

"TIME ON THE LINE" WITH LITERACY EVENTS

Time on task regularly crops up as a statistically significant correlate of reading achievement. Thus it seemed important to maintain a quantitative count of how much class time was spent on literacy events.

By maintaining a precise record of the time each observed activity started and ended, the researchers were able to prepare a "time on the line" sheet to accompany each typewritten observation. This consisted of a list of the day's activities and the number of minutes spent on each, along with a tally of overall minutes and percentage of total class time devoted to academic activities, non-academic activities (like transitions, bathroom and snack times, etc.) and literacy events in particular.

When the descriptors of activities on these "time on the line" sheets are studied, it becomes clear that essentially four types of literacy events occurred in the "traditional" approach classrooms:

1) Formal reading readiness lessons that made use of commercially published programs;
2) A variety of teacher-created lessons, ranging from a review of alphabet letters to language experience stories about the weather;
3) Storyreadings, which sometimes included storyrecords;
4) Literacy events during "center time" (time that was set aside for small group activity in such centers as blocks and housekeeping).

The charts on the following pages summarize the breakdown of minutes spent on each of these categories of literacy event during each observation, as well as the percentage of total in-class time those minutes represent.

Two distinct patterns are revealed by those summaries. First, all three "traditional" approach teachers spent a very similar percentage of total program time on literacy events in general - slightly more than one-third of all their classroom minutes (36% for Ms. C., 39% for Mrs. C., and 37% for Mrs. G.). Secondly, all three teachers distribute that time differently across the four different categories of literacy events.

"TIME ON THE LINE" WITH LITERACY EVENTS IN THE TRADITIONAL APPROACH CLASSROOMS

MS. C.'s CLASS

Date of Observation	Total Time In Class	Time Spent On Literacy Events	%age of Total Time On Literacy Events	Time Spent On Formal Lessons	Teacher-Created Lessons	Storyreadings: By Teacher	Storyreadings: On Records	Literacy Events During Center Time
Oct. 17	305 min.	28 min.	9%	-	6 min.	[illegible] min.	-	-
Dec. 9	211 min.	109 min.	52%	25 min.	-	19 min.	-	65 min.
Jan. 21	225 min.	65.5	29%	*19 min.	19.5 min	27 min.	-	-
Jan. 23	247 min.	78 min.	32%		-	49 min.	7 min.	22 min.
Feb. 17	296 min.	169 min.	57%	14 min.	25 min.	38 min.	38 min.	54 min.
April 22	352 min.	140 min.	40%	19 min.	3 min.	16 min.	48 min.	54 min.
May 14	330 min.	119 min.	36%	12 min.	1 min.	16 min.	43 min.	47 min.
Totals:	1966 min.	708.5	36%	89 min.	54.5 min.	187 min.	136 min.	242 min.
Percentage Breakdown of Literacy Events:				12.5%	7.5%	26%	20%	34%

46%

* 14 min. non-print related

MRS. C.'s CLASS

Date of Observation	Total Time In Class	Time Spent On Literacy Events	%age of Total Time On Literacy Events	Time Spent On Formal Lessons	Teacher-Created Lessons	Storyreadings: By Teacher	Storyreadings: On Records	Literacy Events During Center Time	
Nov. 5	135 min.	35 min.	26%	*11 min.	2 min.	15 min.	-	7 min.	* all 11 min. were non-print related
Dec. 3	126 min.	47 min.	37%	11 min.	10 min.	16 min.	-	10 min.	
Jan. 15	135 min.	76 min.	56%	16 min.	21 min.	10 min.	-	29 min.	
Jan. 16	135 min.	51 min.	38%	26 min.	-	10 min.	-	15 min.	
Jan. 19	135 min.	50 min.	37%	4 min.	23 min.	8 min.	-	15 min.	
March 6	180 min.	75 min.	42%	11 min.	28 min.	12 min.	-	24 min.	
April 27	132 min.	47 min.	36%	18 min.	19 min.	10 min.	-	-	
April 30	150 min.	49 min.	33%	*20 min.	5 min.	19 min.	-	5 min.	* 15 of 20 min. were non-print related
June 9	183 min.	76 min.	42%	28 min.	9 min.	8 min.	-	31 min.	
Totals:	1311 min.	506 min.	39%	145 min.	117 min.	108 min.	-	136 min.	
Percentage Breakdown of Literacy Events:				29%	23%	21%		27%	

MRS. G.'s CLASS

Date of Observation	Total Time In Class	Time Spent On Literacy Events	% age of Total Time On Literacy Events	Time Spent On Formal Lessons	Teacher-Created Lessons	Storyreadings: By Teacher	Storyreadings: On Records	Literacy Events During Center Time	
Nov. 17	128 min.	44 min.	34%	*13 min.	13 min.	8 min.	10 min.	-	* all 13 min. were non-print related
Dec. 8	135 min.	25 min.	18.5%	-	4 min.	4 min.	-	17 min.	
Dec. 15	131 min.	65 min.	50%	*13 min.	12 min.	17 min.	-	23 min.	* all 13 min. were non-print related
Jan. 27	100 min.	29 min.	29%	-	19 min.	10 min.	-	-	
Jan. 30	135 min.	33 min.	24%	-	23 min.	10 min.	-	-	
March 18	132 min.	76 min.	57.5%	-	24 min.	23 min.	-	29 min.	
May 6	130 min.	48 min.	37%	*14 min.	25 min.	9 min.	-	-	* all 14 min. were non-print related
May 7	102 min.	40 min.	39%	-	33 min.	7 min.	-	-	
June 5	129 min.	59 min.	46%	-	22 min.	15 min.	-	22 min.	
Totals:	1122 min.	419 min	37%	40 min.	175 min.	103 min.	10 min.	91 min.	
Percentage Breakdown of Literacy Events:				9%	42%	25%	2%	22%	
						27%			

FORMAL READING READINESS LESSONS

By "formal" reading readiness lessons, we mean lessons based on commercially published programs.

If the "time on the line" summaries are any indication, the three teachers in this study accorded different weight to the formal readiness programs they used. Mrs. C., for whom formal lessons consumed 29% of all time spent on literacy events during our observations, appears to have placed greater priority on published program materials than either Ms. C. or Mrs. G., for whom formal whole group lessons comprised 13% and 9%, respectively, of all literacy events during observations.

These figures alone are misleading, however. Ms. C. may have used her Alpha-Time program for only 13% of literacy event time, but it actually functioned as the cornerstone of her reading readiness program: that is, it constituted her primary means for pursuing her primary goal of teaching the children their letters and sounds. Thus she really accorded the program as much status as Mrs. C. accorded the commercial programs she used.

Mrs. G., on the other hand, really did not place much emphasis on the published program that was distributed to her school. Instead of a central role, it played more of a supplemental role to activities she herself devised (a description of those activities will appear in the next section).

This section will include summaries of how each teacher made use of a formal reading readiness program, including tape-recorded excerpts from sample lessons - which, hopefully, will convey a sense of the dynamics of those lessons. These descriptions will be followed by an analysis of the characteristics common to formal lessons across all three classrooms.

Ms. C.'s class

In Ms. C.'s class, formal whole group lessons revolved around Alpha-Time, a program designed to teach children the letter names and sounds. (Ms. C. also used Ginn and Scott Foresman worksheets with small groups during center time, but her use of those will be discussed in the section on literacy events during center time). The core idea

of the Alpha-Time program is that each letter is personified and given a personality, the key feature of which is something that begins with that letter's sound. "Mr. H.", for example, is "horrible"; "Mr. K" likes to "kick" things; and "Miss A" sneezes a lot, making her sound "Ah-chooo". For each letter there is:

a) a record with a catchy song about what that letter does;

b) a "huggable", which is a two-foot high inflatable statue of a letter personality (Mr. K., for example, is wearing a football uniform and kicking a football)

c) a worksheet focussing on the letter and objects or actions whose names begin with that sound.

Mrs. C. named the Alpha-Time records and "huggables" as her children's favorite reading readiness activity. She believes the catchy stories and tunes associated with each letter were the reason for the activities being so popular - also for the ease with which the children could remember the letters and what each one "did."

On 5 of the 7 observations in Ms. C.'s room, an Alpha-Time record was played, with the children often dancing to the record and acting out the actions that were being sung about. This was followed either by a worksheet completed by the whole group, or by some kind of "discussion" of other words that begin with that sound. These 5 observed Alpha-Time lessons occupied a total of 89 minutes, or 13% of all time spent on literacy events - although, as was mentioned in the introduction to this section, they played a more important role in the reading readiness program than a mere 13% might suggest.

The Alpha-Time lesson on April 22nd can serve as an example of how a typical lesson proceeded. On that day the record for "Mr. D - Doughnuts" was played, with some of the children singing and clapping along with the record. This took approximately four minutes. For the next ten minutes, Ms. C. held a "discussion" about words that begin with the 'd' sound. The beginning of researcher Watkins' notes for that session (transcribed from a tape-recording) give an idea of how such a "discussion" tended to proceed. Note the rules of the "discussion": children are to raise hands when they know an answer; they are to speak out only when called on; they are to answer in sentence form.

Ms. C.: "All right, what letter?"
Children: "D"
Ms. C.: "All right, listen carefully; raise your hand. What does little - what do little girls, sometimes boys, play with? They have nice long hair - sometimes they have long hair, sometimes they have short hair, and they're not really alive. They play with them; they pretend they have a baby. What are they playing? What are they playing with? Raise your hand; do not call out; and answer in a sentence."

A child starts to speak.

Ms. C. (sternly): "Raise your hand. Do not call out. Answer in a sentence. Sit down (repeated 5 more times). Joyel?"

Joyel begins to speak softly.

Ms. C.: "We can't hear you."
Joyel: "Them was playing with a doll."
Ms. C.: "They were playing with a doll - very good. You have to talk a little louder. A little louder. All right, I sit at a what? Gregory?"
Gregory: "You sit at a desk."
Ms. C.: "Very good, 'desk' begins with a 'd'. 'Desk,' 'doll' - ah - this one chases - this animal chases
Child: "a dog"
Ms. C.: "Excuse me - this animal chases kittens, kittens or cats."
Leslie: "a dog"
Ms. C.: "Raise your hand. What animal chases kittens? Leslie, that's not a sentence. The animal that chases kittens are called -"
Leslie: "a dog"
Ms. C.: "The animal -"
Leslie: "The animal that chases kittens is called a dog."
Ms. C.: "All right, very good. 'Dog" begins with a "d'. When you are sick you go to see a -"
Child: "hospital"
Ms. C.: "You go to see a-"
Child: "hospital"
Ms. C.: "You go to see a - would you close your mouth - you go to see a - Kendra?"
Kendra: "hospital"
Ms. C.: "When you are sick, you go to see a hospital. A hospital is nothing but a building, baby. You go to see a what, Shand?"
Shand: "a doctor"
Ms. C.: "All right, would you put it in a sentence? 'When I am sick -'"
Shand: "When I am sick, I go to the doctor."
Ms. C.: "All right - now..."

And so the question-answer session continues, with Ms. C. eliciting other 'd' words, including "donkey," "doughnut," "die," "December," "Dino," "Daffy Duck," "door," "dynamite" and "dish."

After this the "Mr. D." record is played again, and the children dance by the tables as they listen to it. Some of them sing. This lasts 5 minutes, bringing the total lesson to 19 minutes.

The inflatable "huggable" for Mr. D. will be blown up on another day, and the worksheet for 'd' filled out at another time.

Mrs. C.'s class

Mrs. C. held a formal reading readiness lesson during every one of the 9 observations in her classroom. A total of 150 minutes was spent in those 9 half-day sessions with either the BRL "Big Book", or worksheets from the Economy series "Caterpillar Caper" program. BRL was the program more heavily relied upon, judging from the fact that 7 out of the 10 lessons we observed made use of that series, while the worksheets which were used in only 3 out of 10 lessons - were probably considered supplemental.

The BRL reading readiness program consisted of 6 Big Books. By the end of the year Mrs. C.'s class was starting the 5th book.

Book 1 focussed on basic skills and concepts, including the identification of colors, geometric shapes and a number of animals. Book 2 focussed on small letters, Book 3 on the capital letters, Book 4 on letters and sounds, Book 5 on initial reading and spelling.

Mrs. C.'s children appeared to enjoy the BRL lessons, which consisted of skill-oriented discussions of what was pictured on each page. The children were usually attentive; they always seemed curious about what would be pictured on the next page; and they sometimes moaned in disappointment when the end of the book was reached. Perhaps their interest was piqued by the lions and other characters who did things with letters in the illustrations. Perhaps, too, they were fascinated by the oversized lay-out of the Big Book, which, when open, measured about three feet across both pages.

The BRL lessons always proceeded with the children sitting in a group on the rug, facing the large book, which was oepn on a stand. Mrs. C. would then ask a series of questions, for example "What letters are the lions carrying?" These questions were factual in nature and had "right" or "wrong" answers to them. (The teacher's manual specified what questions to ask, but since this was the sixth year Mrs. C. had used the program, she referred to the manual only on occasion.)

Mrs. C. would call on one child at a time to answer a question, while the other children were supposed to listen. Child-sanctioned talk

during these lessons consisted of several word answers, and any one child in the class was not likely to have a chance to say more than a phrase worth of words during any one lesson.

The following excerpts from the March 6th Big Book lesson are fairly typical of the nature of verbal interchange between Mrs. C. and the children during these exercises.

The page they were looking at that day had several illustrations of a boy, a pan, and a can, etc., with the words spelled next to them. (By this time, the children had proceeded through lessons emphasizing letters and were beginning lessons with elementary consonant/vowel/consonant patterned words).

Because Mrs. C. wanted the children to use the term "capital" properly when spelling words, she introduced the lesson with the following discussion of capital letters.

Mrs. C.: "When do we use a capital letter, Timothy?"
Timothy: "for United States"
Mrs. C.: "What is the United States?"
Christina: "the name of a country"
Mrs. C.: "Kibi, close your mouth. I'm sorry, Kyshawn."
Kyshawn: "The first letter in a pet's name."
Mrs. C.: "The first letter in a pet's name. Very good. Wesley?"
Wesley: "The first name of a food."
Mrs. C.: "No, we don't have to use a capital for the first letter of food. Remember, when someone spelt 'apple' the other day? We didn't have a capital letter for 'apple.' We don't have to have a capital first letter for food. A person's name, a pet's name, the name of a street, the name of a city, the name of a country, the name of a state. Okay, what state do we live in, Gary?"
Gary: "United States of America"
Mrs. C.: "That's our country. Now what state do we live in? Kibi?"
Kibi: "New York"
Mrs. C.: "No, New York is the name of a ctiy. State - what state do we live in?"
Child: "Philadelphia"
Mrs. C.: "No. What state do we live in? We live in the city of Philadelphia, but what state? (an announcement about the men working on the fire alarm system comes over the loudspeaker). What state do we live in, Gary?"
Gary gives no response
Mrs. C.: "Kibi?"
Kibi: "United States of America"
Mrs. C.: "That's our country. It begins with a P. Wesley, do you know? What state do we live in?"
Wesley: "Philadelphia"

Mrs. C.: "Philadelphia, what?"
No response from Wesley.
Syerita: "Pennsylvania"
Mrs. C.: "Thank you. Say it again, Syerita."
Syerita: "Pennsylvania"
Mrs. C.: "We live in the state of Pennsylvania. All right. The little boy's name is Dan. Spell Dan for me, Ebony....."

For the rest of this 11-minute lesson, the children are essentially asked to spell the words printed on the Big Book pages they are looking at. The following excerpt, which occurred at the end of the lesson, will give an idea of how the spelling process proceeded.

Mrs. C.: "Alright, spell 'Nan' for us, Ebony."
Ebony: "Capital N - d - n"
Mrs. C.: "Capital - "
Ebony: "Capital N - d"
Mrs. C.: "a"
Ebony: "a-n"
Mrs. C.: "Spell it again, please."
Ebony: "Capital N-a-n."
Mrs. C.: "Spell 'Nat' for us, Wanda."
Wanda: "Capital N-a-t"
Mrs. C.: "Spell 'Dan,' Timothy."
Timothy: "Capital D-a-n"
Mrs. C.: "Alright, listen carefully while Mrs. C_____ says the name, Shawn and Ebony. 'Pat', 'Nan', and 'Dan'. Two of those names rhyme; which two names rhyme, Theresa?"
Theresa: "Pat and Nat"
Mrs. C.: "Pat and Nat. Which name rhymes with Nan? Which name rhymes with 'Nan', Steven?"
Steven: "Uhhhhhhh"
Mrs. C.: "I'll say them again. 'Pat', 'Nan', 'Nat', 'Dan'. Which name rhymes with 'Nan'?"
Steven: "Dan"
Mrs. C.: "'Nan' and 'Dan', and 'Pat' and -" (pauses)
Children: "Nat"
Mrs. C. turns the Big Book page. "More people and more names. The boy's name is Sam. Anthony L., will you spell 'Sam' for us?"
Anthony: "Capital S-a-m"
Mrs. C.: "Very good. This boy's name is 'Dan', Shawn."
Shawn: "d"
Mrs. C.: "Capital -"
Shawn: "Capital D-a-n"
Mrs. C.: "Do it, again, because Gary is thumping the rug and it's hard for me to hear."
Shawn: "Capital D-a-n"
Mrs. C.: "Very good. This boy's name is 'Jim', Kiana."
Kiana: "Capital J-i-m"
Mrs. C.: "And the little girl's name is 'Pam.' Rasheda, can you spell 'Pam' for us?

Rasheda: "Capital P-a-m"
Mrs. C.: "Very good. Alright, everybody, stand up and take a stretch."

The Economy series worksheets were also carried out with the whole group. In general, these exercises followed closely the pattern of a test-taking session. Children worked as a group, with everyone supposed to go on to the next question only when the others were finished and when Mrs. C. directed them to do so. They were to do their own work, not look at their classmates' papers, and be as quiet as possible. Nearly all sanctioned talk was done by Mrs. C., who gave directions about what to do with the next question.

The children were not nearly as attentive during these exercises as during the BRL Big Book lessons. Researchers noted a good deal of sub rosa conversation at the tables (talk that had little to do with the worksheet itself, or with reading readiness). Furthermore, the children's behavior was observed to deteriorate during the course of the worksheet, with an increasing amount of noise, disruptions, and reminders from Mrs. C. to be quiet.

In the July meeting, Putnam asked Mrs. C. what she thought about the noise level during reading readiness worksheets. Mrs. C.'s response was as follows:

> I think I had a problem this year...I think the noise level increased towards the end - and that was probably because the so-called 'brighter' children finished their papers early. They were the ones who got itchy. In previous years, towards the end I would have them doing two papers, so that those who finished first would have something else to do....That did help - but we didn't do that this year, and I feel that was a flaw in my management.

As an example of what could happen during a worksheet lesson, we present notes from the April 30th lesson, which extended from 9:05 - 9:25 A.M. The following excerpt occurred after the children had completed the first task, which was to circle a face, in a pair of illustrated faces, which exhibited an expression suitable for the situation Mrs. C. read about. (This task- including a follow-up discussion - occupied 15 minutes of the 25 minute lesson, and was not counted as a literacy event, since it was non-print related.)

Mrs. C.: "...Alright, everybody - put your pencil down, and let's talk about our pictures."

Child: "Turn the paper over."

Mrs. C.: "No, don't turn the paper over. Alright, let's go back to the top of our paper. Alright, the first little boy's name was Greg. Greg had just lost his new toy. How do you think Greg would feel if he lost his new toy, Sentia?"

Sentia: "Sad."

Mrs. C.: "Alright, how many people drew a ring around the picture where Greg looked sad? How many people drew a ring around the picture where Greg looked sad?"

Hands are raised.

Mrs. C.: "Very good. Don't mark your paper yet - I'd like to do it, later. Okay? Alright, then we were - what's wrong, Steven?" (Then to Ebony) What's wrong - wait a minute, let me hear it from Nagisha."

(Ebony and Nagisha had been quarreling)

Nagisha: "Ebony said my sister look ugly."

Mrs. C.: "Your sister isn't even here. Where did you see her sister, Ebony? Ebony?"

Ebony: "She said (inaudible)

Mrs. C.: "I can't hear you."

Ebony: "She said this her godsister."

Mrs. C.: "She said what?"

Ebony: "She said this her godsister."

Mrs. C.: "Who's her godsister?"

Ebony: "Her" (pointing)

Mrs. C.: "Kiana? And does that bother you?"

Ebony: "No, but she was talkin about my mother."

Mrs. C.: "When was she talking about your mother? Ebony, when was she talking about your mother? I've been standing here. I didn't hear Nagisha say anything."

Ebony: "She said, 'your mother dumb.'"

Mrs. C.: "Ah, that's silly. She doesn't even know your mommy. Do you know her mother? Okay, sorry class. We're looking at two pictures of Angela. Angela nad just learned to ride her bicycle. How do you think Angela would feel if she just learned to ride her bicycle, Nagisha B_____. Nagisha, how do you think Angela would feel if she had just learned to ride her bicycle? She would be what? Excuse me - Wesley - and Timothy. She would be what, Nagisha? She would be mad? If you learned to ride your bicycle, would you be angry? Nagisha, do you have a bicycle? When you first learned to ride your bicycle, how did you feel?"

Nagisha raises hand and says: "She would be happy."

Mrs. C.: "Sure, that's the way Angela feels. Alright, let's go to the next row. We're looking at Mr. Dabney, Wanda. We're looking at Mr. Dabney, Wanda."

Child: "Here Mr. Dabney" (pointing to her worksheet)

Wesley is sitting on the floor, reaching up to the table, tapping his paper with a pencil.

Mrs. C.: "Do you think Wesley is funny?"
Class: "Yes." Then some "No"s are heard as well as more "Yes"es.
Mrs. C.: "Sit in your chair, Wesley. I don't think he's funny."
The children are talking.
(note: "Wesley, as Putnam discovers later, is the one child in the room who can read independently. Yet he is expected to spend as much time on the reading readiness worksheets as the other children.)
Mrs. C.: "Gary, just take your paper and I'll go over it in a few minutes."
9:16 - Mrs. C. flicks lights off. "Why do you think I turned the light out, Steven?"
Steven: "Cause they was (inaudible)"
Ebony raises hand, and calls out: "I know."
Mrs. C.: "But you're not paying attention."
Ebony still waving hand in air, saying "I know, I know."
Mrs. C.: "Pull your chairs up to the table, now. Alright, we're talking about Mr. Dabney. Gary, will you just listen and I'll go over your paper with you, later. Alright, Wanda, listen - someone has just broken Mr. Dabney's window. How do you think Mr. Dabney feels, Wanda?"

.....

When this review of the first task is completed several minutes later, Mrs. C. directs the children on to the next tasks:

Mrs. C.: "Alright, let's turn our papers on the other side. Fold your paper on the black line. Reginald, you're not looking at your paper. Turn it on this side and fold it on the black line. Fold your paper. Wanda, we finished this side of the paper. We want to use this side. Turn your paper on the side where you see the capital F and the dotted line."
The children are talking amongst themselves. Mrs. C. makes a few comments quietly to a few of them.
Mrs. C.: "We are really chattering today. Ebony - pull your chair up and sit down."
Ebony says "Trace it" to herself and draws over dotted line on worksheet between capital S and small s. The instructions have not yet been given, however.
Mrs. C.: "I like the way Shawn is waiting. Nagisha is ready, except you have your paper on the wrong side. Turn your paper on this side. Michael, why do you keep getting up? Hurry up, Kareem. Get a paper, Kareem, and fold it. Alright, everybody match your - (she pauses) - match your capital letters with your lower case letters. Draw a line from the capital S to the lower case s. Ebony -"
Ebony has to draw over the line again, because she had done it before the instructions were given, and that didn't count.
Mrs. C.: "Then draw a line from the capital D to the lower case 'd'. Lakisha, when you finish one letter, go to the lower case 'm'. From the capital F to the lower case 'f'. From the capital R to the lower case 'r'. Wesley, please stop. And Michael."

Wesley finishes this task quickly, as do about 5 other children. They then have nothing to do. Wesley tends to create minor disturbances when unoccupied.

Mrs. C.: "Turn your paper to the other side. Stop talking. (pauses) Alright, make a circle around the capital M. Timothy, please. Make a circle around the capital M. (pauses while children do this) Make a square around the capital F. Make a square around the capital F. (pauses while children do this) I like the way some people are able to draw the shapes without talking. Mark an X on the capital R. Mark an X on the capital R.

Child (pointing to what he has done): "This it?"

Mrs. C.: "I want to see if you know. Capital R. Listen. Mark an X on the capital - Rashee, the capital R. Draw a line under - draw a line under the capital S. Draw a line under the capital S.

Child: "Mrs. C_____ ="

Mrs. C.: "Don't discuss it with your neighbor. Yes?"

Two children, simultaneously: "We messed up."

Mrs. C.: "Did we mess up because we're doin what the other person's doing?"

Child: "No."

Mrs. C.: "Just leave it, girl. Alright, make a triangle around the capital D. I want to see how carefully you're listening, too. Make a triangle around the capital D. Remember the triangle has three sides - down, down and across (she traces the shape in the air with her finger). Make a triangle around the capital D. Make the triangle around the capital D"..... (task continues on in this fashion)

When Putnam corrected the children's worksheets later in the morning, she discovered the following rate of errors:

- on the first task with six pairs of faces, one of which was to be circled: one child circled one wrong choice; 7 children circled two wrong choices; one child circled three wrong choices.
- on the second task, drawing lines between capital and lower case letters: 20 children completed it correctly; 4 children had one wrong; two children had all 4 items wrong.
- on the third task (which Mrs. C. had modified by asking that different letters be marked with different shapes, rather than being circled by different color crayons as the series suggested): only 8 children completed all 8 letters correctly; 5 children had one mistake; 7 children had two mistakes; 6 children had three mistakes; and one child made 4 mistakes.

The likelihood was that none of these children would get feedback on their errors, because Mrs. C. usually didn't get a chance to mark and return papers until days later (she had a morning and an afternoon class, and a reading readiness or math worksheet were nearly a daily event - which would mean nearly 60 papers to mark every day.)

Mrs. G.'s class

Mrs. G.'s kindergarten was supplied only with the pre-readiness level of the Lippincott basal reading program (titled The Beginning Readiness Shape Book To Read Write and Listen). "In more affluent school districts, it's used as a nursery school book," explained Mrs. G. But in this Philadelphia school district, it is apparently used as a kindergarten program, while the readiness level is delayed until first grade.

Mrs. G. didn't think much of the Lippincott program, which is perhaps why she used it to a much less extent than readiness lessons she herself devised. As can be seen from the "time on the line" summaries (p.), time spent on Lippincott workbook lessons accounted for only 9% of all time spent on literacy events in her room, compared to 42 % spent on readiness lessons created by Mrs. G. herself. (A discussion of teacher-created lessons will follow in the next section.)

During the 9 sessions that Mrs. G.'s class was observed, Lippincott pre-readiness worksheets were used on only three occasions. The lessons lasted for 13 or 14 minutes each, and sanctioned pupil talk was called for during only 4 minutes of the last exercise in May.

All three lessons were non-print related. The workbook task on 11/17 was to match pairs of pictures of children who were dressed alike; the task on 12/15 was similar - to match pictures of children wearing the same items of clothing, like the same hat, socks, etc.; and the task on 5/6 was to paste pictures of tools under pictures of the kind of worker who would use those tools. Apparently, the pre-readiness level of the Lippincott basal reading program operates on the assumption that children need these kinds of visual discrimination and classification exercises before they can profit from dealing with print.

The following is a description of the May 6th lesson.

As an introduction to the lesson, Mrs. G. shows pictures of the tools and asks the girls questions:

Mrs. G.: "Those are all tools we have to help us do work. The girls' turn. Kia, which tool would you use to dig a hole?"

Kia: "the shovel"

Mrs. G.: "The shovel. Everybody else just think in their mind. Latisha, what tool would I use for reaching up high to fix the light?"

Latisha: "The ladder."

Mrs. G.: "The ladder. Nyree, which one of those things could you use for washing a car?"

Nyree: "The hose"

and so it goes. In all, 7 girls are called on to identify a tool. They answer in two or three word phrases. All give correct responses. An 8th girl who is called on to identify the tow truck does not answer, and Mrs. G. gives the answer.

(note: In the three Lippincott readiness lessons that were observed, this was the only instance in which children were requested to talk about the lesson.)

After papers, scissors and paste were handed out to the various tables, Mrs. G. gives further instructions before the children are to proceed with the pasting.

Mrs. G.: "This is a listening game before we paste. I see some things that a school teacher would use. Can you pick up the picture of the things that a school teacher would use?....I see some things that the mailman would bring to your house?....I see some things that the doctor might use. Can you find some things? Okay, hold them up." The children are then asked to hold up things a hairdresser might use, and then to hold up the ice cream man's truck, the bus, etc.

"Lay all your pictures down and listen. We're going...In your book, Gregory, listen, there is a teacher, a hairdresser, a mailman, a doctor. Underneath is a place to put things they need. Turn the page over. There is a fireman, a trashman, an ice cream man, a bus driver. Down here is a place for the things they need. Pick up all your pictures and hold them in your hands until your books come."

Discussion at Robert's table during pasting:

Child: "I'm letting my ice cream be first.

Child: "I'm not going to let mine. I'm mo let the bus driver."

Child: "I'm going to let the firetruck comes because the cop and he'll get arrested. I'm doing the firetruck first...."

Summary Observations

When the formal reading readiness lessons of the three teachers in this study are analyzed as a group, they appear to share certain identifying characteristics of focus and process. Those identifying

marks include the following:

- All three teachers conducted formal reading readiness lessons with the whole class (Ms. C. was the only one to also provide some small group instruction during center time), and all three teachers relied on workbooks for at least a portion of those lessons.[1]

- The programs used by the teachers all followed a sub-skill approach, characterized by a one lesson/one skill format. That is to say, each lesson addressed one skill at a time, in isolation from other skills.

- The dominant emphasis in skillwork, at least in Ms. C.'s and Mrs. C.'s programs, was given to letter recognition, with a corollary emphasis on letter sounds in Ms. C.'s program. This emphasis was in keeping with the primary reading readiness goals of both teachers.
  (Letter recognition was not included in Mrs. G.'s program, probably because it was a pre-readiness level program.)

- All totalled, 29% of the whole group formal reading readiness lessons observed in all three classes dealt with non-print related matters (80 minutes out of a total 274 minutes). Those non-print related lessons consisted of the following:
  ....discussion of the different reasons people were sneezing in pictures on a worksheet for "Miss A - Ah-Choo" (14-minute lesson in Ms. C.'s room)

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[1]Both characteristics are in keeping with the findings of a 1969 survey by La Conte of 563 kindergarten teachers in two northeastern states. That survey found that, compared with kindergarten readiness practices reported in the earlier 1963 Harvard Report, whole class instruction had almost totally replaced individual and small group instruction. At the same time, the use of workbooks had become more prevalent; whereas only 14% of the teachers surveyed in the earlier study had used them, 48% of the teachers surveyed in 1969 used them. La Conte concluded that the two trends were probably related.

....reviewing color names (focus of an 11-minute BRL "Big Book" lesson in Mrs. C.'s room)

....classifying emotions: circling faces with expressions appropriate to specific situations (a 15-minute worksheet exercise in Mrs. C.'s class)

....visual discrimination matching of pictures (focus of two workbook activities in Mrs. G.'s room, totalling 26 minutes)

....categorizing tools according to the kind of worker who would use them (focus of a 14-minute Lippincott workbook activity in Mrs. G.'s room).

- As far as process of these reading readiness lessons was concerned, one would have to characterize them as teacher-centered. Not only did the teachers determine what material the children would work on and when, they also did most of the talking (the sanctioned talking, that is).

- The desired response by the children was limited, really, to answering questions. Sometimes the answering was verbal, as in a "discussion" about letter names or what words begin with a certain sound; sometimes the answering was done with paper and pencil, on worksheets.

- Sanctioned pupil talk (i.e. verbal responses which the teacher specifically requested from children and which related to the reading readiness topic at hand) was generally limited to under 10 words for any pupil during any given lesson, and often it was the case that the majority of children in a class would not be asked to speak at all during a lesson.

- Interaction between pupils was discouraged during lessons. "Stop talking" was a common directive of teachers along with variations of "Don't discuss" or "Don't look at what your neighbor is doing." Children, in other words, were not supposed to collaborate while carrying out the reading readiness task at hand.

- The fact that the children were asked to do the same thing at the same time resulted in several repercussions. One was that many of the children spent a good deal of time listening to other children answer the teacher's questions, or waiting for the other children to finish a worksheet item that they had already finished. This waiting may have accounted for the sub-rosa conversations among children that often accompanied workbook lessons in particular. Another repercussion of everyone doing the same thing at the same time was that no allowance was made for individual differences in children's levels of readiness. Thus Wesley in Mrs. C.'s room, and Michele in Ms. C.'s room - two children who were able to decode - spent as much time filling out worksheets and sitting in on lessons aimed at teaching letter names and sounds as did the children who did not as yet know their letter names. Not one formal reading readiness lesson that was observed during the year challenged either of those children at anywhere near their reading level.
  In Wesley's case, this mismatch between what he was asked to do and what he could do appeared to lead to some disruptive behaviors. As can be seen from the excerpt given from Mrs. C.'s April 30th worksheet lesson (see p. 218), the child finished each task quickly and then set about amusing himself and the other children in non-academic ways. At one point he was literally on the floor - something that probably would not have happened had he been given something to work on that absorbed and challenged him.

- While some of the children were not challenged by the formal lessons, other children appeared confused by some of the worksheet tasks, and by teachers' verbal questions. For these children, there was very little immediate feedback on errors. If a wrong answer was given in a verbal question/answer session, another child was called on. When errors were made in filling out worksheets they were often not spotted at the time. During Mrs. C.'s April 30th worksheet lesson, for example, one boy made 8 errors altogether, not one of which was pointed out to him or explained.

Although teachers collected students' worksheets in order to mark them and hand them back the next day, in reality worksheets were often not returned until several days later. Even when they were returned the next day, it is questionable how meaningful checks of errors were to the five-year-old kindergarteners.

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note: This analysis is an example of the dilemma we described at the beginning of this chapter (see p.203). We sincerely hope these summary observations are not taken as criticism of the teachers in our study. When we point out what did or did not happen, it is in the spirit of describing the workings of a curricular approach - in this case, a pattern of interaction that seems built into the very nature of basal reading readiness lessons, which the teachers were carrying out as intended.

TEACHER-CREATED LESSONS

In addition to using published reading readiness programs, the teachers injected other lessons or routines into the day which involved reading or writing in some way.

As can be seen from the "time on the line" summaries (pp.208-210). the percentage of time which teacher-created literacy events occupied varied considerably among the three "traditional" approach classrooms. It is likely that these differences in the extent to which the teachers relied on their own strategies for moving children towards reading readiness were a function, at least in part, of the extent to which they relied on a commercially published program to accomplish their goals. Ms. C., for example, who considered the Alpha-Time program the mainstay of her reading readiness effort, used teacher-created lessons for only 7% of all observed literacy events. Mrs. G., on the other hand, who did not view the Lippincott program as playing much of a role in her readiness program, used teacher-created lessons for a whopping 42% of all observed literacy events.

The following summaries indicate the type of literacy events which represented each teacher's unique contributions to her reading readiness program.

Ms. C.

It has already been noted that teacher-created lessons occupied very little time in Ms. C.'s room. Indeed, the only kind of literacy event in this category that was observed was the writing down of a "weather story" dictated by different children (witnessed during 4 of the 7 observations in her room). The most common procedure during a "weather story" was for Ms. C. to call on individual children to say what month or day it was, whether it was cloudy or sunny, etc., and then to print the child's name and what was said - for example, "Tarik said, Today is Friday" or "Michele said, It is January." As she printed the words on the board she repeated them, and on three occasions,

when the lines were all completed, she pointed to the words with her pointer and asked the children to "read" the story.

One purpose in having "weather stories", Ms. C. told the researchers, was to help familiarize the children with some sight words.

Mrs. C.

On most days Mrs. C. would place the children's namecards in random order around the tables. Then, when the children entered the classroom, they were to locate their namecard and sit there for that session. Also, they were to pick up their worksheets for the day (whether math or reading readiness), and print their names on them.

The only other kind of teacher-created literacy event which Mrs. C. initiated with some regularity was alphabet identification (letter names only). Sometimes this would take the form of a quick review, where each child in the room would say a letter (in alphabetical order). Sometimes it took a longer form, with letters handed out to children who could identify them, or with two teams competing to see which could identify the most letters. Mrs. C. orchestrated this kind of practice during 5 of the 9 observations in her room - an emphasis that seemed quite consistent with the fact that identification of letter names was her major reading readiness goal for the children.

Other literacy events in this category would have to be considered sporadic, since they were observed only once during 9 observations. They included singing the "Bingo" song (in which the children spell "B-i-n-g-o"), naming objects whose names begin with the 't' sound (the only instance where letter sounds were emphasized); the printing of ordinal numbers during a math lesson; and the identification of words that rhymed with objects shown on a series of picture cards.

Mrs. G.

Mrs. G. regularly set aside the first 7-15 minutes of class time for the children to look at books. During second semester, she also put out paper and pencils so that the children could print if they wished (although most of the time children used the paper to draw rather than print).

According to an aide who had worked in Mrs. G.'s room in previous years, this was the first time the teacher had ever placed books on the tables and directed the children to read. Thus it seems almost certain that Mrs. G. was imitating what was going on directly across the hall from her in a kindergarten which was participating in the "literate environment" part of the study. In that room the first 30-45 minutes of each class were devoted to the children looking at books and printing (see pp. 44 - 55 for a description of this booksharing and printing time).

Interestingly, two of Mrs. G.'s behaviors seemed to indicate that she did not place much importance on this booksharing activity, even though it was a daily ritual in her program. For one thing, she didn't interact with the children with respect to books or print during this time. Many of the children would pretend to read, but she was never observed asking a child to "read" to her. Many of them would hold animated discussions about book illustrations or stories, but Mrs. G. was never observed to join in a discussion, or even to eavesdrop with interest. When she had an aide available during second semester, she instructed the aide to read to small groups of children during this time, but she herself never read to any children. And while she would praise any printing the children showed her when they turned in their papers, she was never observed to move among their tables, helping them form letters or spell words. Instead, she tended to use this time to prepare activities for later in the session.

There was another indication that Mrs. G. didn't think much of importance was occurring during this booksharing and printing time. On two occasions when she rang a bell to end the activity, she announced: "It's time to start school now." The implication, of course, was that looking at books was not <u>real</u> schoolwork.

Two other teacher-created activities cropped up with some regularity (four times each in 9 observations). One was the dictation by one child of a "weather story", which Mrs. G. would print on the board. The other was a kind of review in which she would held up pictures of objects, the names of which all started with the same sound and which the children were to identify.

Other activities, which were observed only once, included printing animals' names on the board during a discussion about animals, and holding a writing lesson so the children could print "I Love You" on the cards they were making for Mothers' Day.

In addition to these activities, it should be noted that Mrs. G. regularly gave the children homework papers which she made up herself. These assignments often had words printed on them, and often asked that parents print their children's responses to whatever questions were being asked. As such, these homework assignments were clearly literacy events orchestrated by Mrs. G., even though they did not occur during class time.

STORYREADINGS

In their July, 1980, meeting with Botel and Putnam, Ms. C. and Mrs. C. both indicated that they considered storyreadings to be just as important as formal reading readiness lessons. Apparently they acted on this belief, because storyreadings were a daily ritual in all three "traditional" approach classrooms, accounting for roughly one-quarter of all time spent on literacy events.

In Ms. C.'s room, an average of 27 minutes a day was allotted to the reading of stories (equal to 26% of the literacy events in that class).[1] Storyreading sessions in Mrs. C.'s room lasted an average of 12 minutes, and in Mrs. G.'s room an average of 11 minutes (comprising 21% and 25%, respectively, of all literacy events observed in their half-day sessions).

One of the researchers' key impressions when observing storyreading sessions was how intent the children generally seemed to be on the story. (The one exception was Ms. C.'s classroom during first semester - when the children would often become disruptive. It was the opinion of Carolyn Watkins, the researcher who spent the most time in that classroom, that the children would start out being attentive, but that Ms. C.'s constant reminders about listening and sitting still were creating the restlessness. The problem disappeared later in the year, however.)

The thing that was so interesting about the children's absorption in the storyreadings was that during other activities in the same session those same children may have been noisy. A particularly good example of this contrast between attending behavior in storyreading sessions and attending behavior during other activities occurred during the final observation in Mrs. C.'s room on June 9th. Earlier that morning the children had been so disruptive during a worksheet lesson

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[1] In addition to these live storyreadings, Ms. C. regularly played storyrecords - primarily during afternoon rest period, but at other times as well. These averaged 19 minutes a day, or 20% of all literacy events; thus live storyreadings plus storyrecords together accounted for almost half (46%) of all time spent on literacy events in her room.

Mrs. C. stocked storyrecords, but was never observed to play one during our observations. Mrs. G. played a 10-minute storyrecord once during the 9 sessions she was observed.

that Mrs. C. had flicked off the lights several times and asked them to be quiet. At storyreading time, however, the same children listened intently, some with their mouths ajar, as Mrs. C. read a short story and some poems.

Putnam's interpretation of this phenomenon was that the root of the noise level lay not so much in the children as in the activities they were asked to engage in. The nearly universal interest which storyreadings aroused suggested something innately hypotic about the pictures in books and their stories.

It was the researchers' impression that storyreadings were the favorite literacy event across all classrooms. Yet interestingly, when Ms. C. and Mrs. C. were asked in their July, 1980, meeting with Botel and Putnam what they considered their children's favorite reading readiness activities to be, neither teacher mentioned story-readings. Could it be that storyreadings did not immediately come to mind as a "reading readiness" activity?

Characteristics of Storyreading Sessions

The teachers generally read stories just once to the children. Some stories were read twice, but not more. Mrs. G.'s thinking on the matter was perhaps reflective of the others' thinking as well: her goal, she said, was to expose her children to as much literature as possible, and the best way to do that was to read a different story every day. Also, many of the books she read to the children came not from her classroom library, but from books she checked out of a local library for two weeks. When researcher Watkins asked Mrs. C. in April why she did not reread stories, Mrs. C. replied: "The only reason I I don't is because there are so many. I wouldn't say I'm against it."

Each of the teachers had a different reading aloud style. Mrs. C. read in the same even, well-modulated voice with which she spoke to the children, while Mrs. G. read in a low voice, maintaining a slow, sing-song kind of rhythm regardless of the content of what was being read. Certainly neither teacher was dramatic in her reading, but, judging from their children's attentiveness, they were effective nonetheless.

Ms. C.'s style showed the greatest variation. Her volume when reading ranged from a soft dramatic whisper to a loud, shrill voice. Indeed, she could read too loudly at times. Observational notes from January 23rd as Ms. C. read Someone Is Eating The Sun are as follows: "Ms. C. reads very loudly and two of the children put their fingers in their ears throughout most of the story." To add dramatic interest to what she was reading, she would often make gestures pantomiming certain actions in the story. At times, also, she would stop and say something to kindle the children's imagination - for example, when reading about apple pie in a book about autumn, she said "Do you smell that apple pie?" and sniffed the air. When the children also sniffed the air, she said, "Smell it. Ahhhh - doesn't it smell good?"

During storyreadings, teachers would sometimes pause to ask children questions, but rarely did they interject explanatory comments about the text. The one exception to this was that Mrs. G. on two occasions defined words in the story she was reading. When reading Sylvester and the Magic Pebble (June 5th), for example, she explained four words:"'pebbles' - that's rocks"; "'it ceased' - that means it stopped all at once"; "'in his hoof" - that's like his front foot"; "'embraces' - that means hugs."

It was also rare for the three "traditional" approach teachers to make comments about print (letters or spellings) as they read. The only recorded instances of this were as follows: Ms. C., upon reading the word 'hill' (December 9th), commented that "'hill' begins with the letter 'h;'" Mrs. G. spelled "exit", "in", "out", "hot" and "cold" when reading The Sign Book (May 6th) and pointed to the words in the book as she spelled them: and in an earlier reading of All About Dogs, when her children were anticipating the words and said "ruff-ruff" instead of "bow-wow", she interjected: "it begins with a 'b'."

None of the teachers ever printed a word from the story they were reading on the board for the children to see. In general, how words were written was not focussed on during storyreadings.

As for the children's participation during the actual storyreading itself, this was limited. Sometimes they would echo read - that is, say the words along with the teacher as she was reading. This was observed

to occur during at least one storyreading in each class. In Ms. C.'s room, the children pantomimed actions from the story during two readings; and in Mrs. C.'s class, the children filled in words when Mrs. C. would stop mid-sentence during a reading of Curious George.

Generally, though, the teachers encouraged the children to just listen as a story was being read. When a child began to say the words along with Mrs. C. as she read Ira Sleeps Over, for example, she stopped reading and said gently: "Now, I don't want you to read with me; the children won't enjoy the story."

Follow-Up To The Stories

An important aspect of storyreading sessions was the follow-up, interesting for the insight it afforded into the teachers' approach to "reading comprehension".

During the 25 observations of the three "traditional" approach classrooms, the only follow-up to a story that teachers initiated were "discussions". At no time was there an observed instance of a story being dramatized, or of an art project being mounted that tied into a story's theme.

"Discussions" is placed in quotes, because mostly they consisted of question-answer sessions, with the teachers asking the questions. There was very little real discussion, in the sense of a freely initiated interchange between two or more parties.

Since these question-answer interchanges provided the only response to literature in the "traditional" approach classrooms, their dynamics warrant some exploration. How many questions were asked? What kinds of questions were asked? Did the children make comments and ask questions - if so, how did the teachers respond? In short, what was the focus and the form of the interchange?

Actually the interchanges tended to be brief, with teachers asking only a few questions. Mrs. G. asked a record 14 questions during the storyreading on the day of baseline observation (Nobember 17th), but after that she averaged two questions per storyreading. Both Ms. C. and Mrs. C. averaged about four questions a session. Thus, question-answer exchanges were not often sustained; rather, teachers tended to inject a few questions here and there.

Although questions were asked primarily after a storyreading, on occasion some were sprinkled in prior to or during a storyreading. In general, they seemed to be asked in the spirit of "checking up" on how well the children comprehended what was read to them. Ms. C. perhaps voiced the subconscious intent of the others when she prefaced some questions with "I'm going to see how well you were listening." The test-like flavor which this lent to question-asking sessions was enhanced by the teachers' tendency to call on a specific child to give an answer, rather than throw out questions to the group as a whole.

In an effort to calculate the weight given to different kinds of questions, Putnam listed each teacher question that was recorded during storyreadings, assigned the main ones to various categories and calculated the percentage of total questions represented by each category. Admittedly, the analysis has its crude points: the researchers may have missed recording every question that was asked in the 25 sessions that were observed, the categorization of some questions may be debatable, and some questions were omitted from the calculations (see note accompanying chart on page 240). Nonetheless the resulting percentages do confirm the main impression one has from reading the notes - namely that the lion's share of questions were factual recall questions: 61% for all three teachers.

In keeping with traditional question-asking practices in most basal reading series, these teachers focussed their questions on the literal level of comprehension - the details of who, what, when and where, that test memory rather than interpretive powers.

The following are examples of the kinds of factual recall questions the teachers asked:

Ms. C. - After she read a story about autumn, she proceeded to ask the children what fall colors had been mentioned (10/17); after a story about Johnnycake for Ronnie (4/22), she asked what things Jonny forgot when he went to the store.

Mrs. C.- During the reading of Theodore Turtle, she asked "Where was his alarm clock?" and "Where was his other rubber?" After reading The Blind Man and the Elephant (1/16) whe asked what each blind man had thought he was touching

when he felt a part of the elephant. After reading Hi Mister Robin (4/27) she asked what signs of spring had been mentioned in the book, including the name of the flower that had been mentioned. Before reading a second installment of Curious George (4/30), she asked questions about the first part of the story which had been read the day before: "How did he make his pole?" "What was George using for bait?" "Where did he find his hook for his fishing pole?"

Mrs. G.- Among other questions during The Little Fish That Got Away, Mrs. G. asked "Did he catch any fish yet?" "How many fish has he caught now?" and "Which fish is it that went back?" Before reading Benjy's Boat Trip, she asked some questions about another Benjy story that had been read earlier: "They made something for Benjy; what did they make?" "Matthew, did he like to sleep in this dog house?" "Where in the house did he like to sleep?"

Since this kind of question deals with "facts" from the story, the teachers generally had in mind a "right" answer they wanted to hear. The children did not always give that answer, however. Sometimes there was no response at all to a question, and sometimes a wrong answer was given. In those instances, the teachers seemed to adopt one of two strategies: either they asked auxiliary questions designed to lead the children to the right answer, or they answered the question themselves. Examples of both tactics are provided by the following excerpts.

Part of a discussion following Mrs. C.'s reading of Hi Mister Robin on April 27:

Mrs. C.: "What were the signs of spring, Gemma?"
Gemma: "The robin said spring would be here soon."
Mrs. C.: "The robin said spring would be here soon, but how could you tell?"
Gemma: "When the grass turns green - "
Mrs. C.: "Excuse me, Gemma - Clayton and Steven, come up here. Steven, you come and sit on this side. I'm sorry, what did you say, Gemma?"
Gemma: "When the grass turns green, then you know it's spring."
Mrs. C.: "Very good. What else? Kareem and Michael, come out...What was another sign that his mother said he would know spring would be here?"
Kibi: "I know."
Mrs. C.: "Kibi"
Kibi: "Because the flowers"
Mrs. C.: "When the flowers came out. Does anybody remember the name of the flower?"
child: "Daffodil"

Mrs. C.: "Daffodil is a spring flower, but what flower did we have in the book, Nakisha?"
Nakish: "A tulip"
Mrs. C.: "A tulip is another spring flower, but his mother said when the yard was covered with crocuses then they would know that spring is here. A crocus - that was this little spring flower...."

A three-minute discussion following Ms. C.'s reading of Someone Is Eating the Sun (January 23rd):

Ms. C.: "All right, what was the first animal that you met?"
_____: "the pig"
Ms. C.: "Everybody" loudly
Children: "the rooster" very loudly
Ms. C.: "wrong"
Children guess: "the pig" "duck" "a pig"
Ms. C.: "All right, everybody sit down. A roos-, a hen. What was the next animal, let's see. (turns in book) Latisha - (firmer) Latisha?
Latisha: "the duck"
Ms. C.: "No it wasn't the duck. It went cock-a-doodle-do."
Children: "the rooster"
Ms. C.: "What went oink oink, Shana?"
Shanan: "a pig"
Ms. C.: "What went quack-quack, Gregory?" (He had raised his hand and says: "the duck")
Ms. C.: "the duck, all right, excuse me, what was happening? (twice)
Gregory? What happened in the story? Why were they so excited?
Gregory: "cause somebody took a bite out of the sun"
Ms. C.: "somebody ate a piece of the sun, right. But what really happened. Who told the animals the truth. What was the animal's name, William? What was the animal who told them what really was happening to the sun? Damon go back to your seat cause you're not listening. Latisha? I mean ah Tamika?"
Tamika: "a goat"
Ms. C.: "There was a goat, but who told - listen - who told the animals what was really happening, Gregory?"
Gregory: "the turtle" (as Gregory answers, William is standing up with his hands in the air.)
Ms. C.: "The turtle - and what was happening was the sun was ah- the sun was here and the moon was here, and the earth was in between. The moon was moving and it covered the sun and that's called the eclipse.

While the three "traditional" approach teachers were consistent in emphasis on factual recall questions during storyreadings, they were not very consistent in the emphasis they gave to other types of questions - as the chart on p. 240 demonstrates. In general, however, the remainder of their questions fell into 7 categories, a synopsis of which follows.

Predicting Questions....

Ms. C. asked none.
Mrs. C. asked two during the reading of Curious George (4/30): "How might he get the kite down?" and "Do you think George is going to let the kite stay there?"
Mrs. G. asked 6 predicting questions over the course of three storyreadings. During the reading of The Little Fish That Got Away (11/17), for example, she asked "What do you think the little fish might do?" and "Where do you think he's going to put the fish?"

Inference Questions....

Ms. C. asked none.
Mrs. C. asked four, including the following. During the reading of Curious George (4/30), she asked why the nuts would not come off (the children gave incorrect answers, and Mrs. C. answered "because they were not real"). After reading Ira Sleeps Over, she asked "Why do you think he wanted to know what he thought of teddy bear?" (the children gave no response). After reading Jennie's Hat, she asked "Why do you think the bird was flying behind her, watching her, Wesley?" (He gave the wrong answer, so Mrs. C. asked three more questions until the right answer was given).
Mrs. G. asked three inference questions, including one after the reading of Henny Penny (12/15): "Kaileeh, was the sky really falling?"

Identification of Rhyming Words....

Ms. C. was the only teacher to ask questions focussing on rhyming words. When reading Mother Goose rhymes one day (1/21), she asked what words rhymed in each verse that she read. Also, after reading I Was So Mad (2/17) she asked, "What do you hear in 'mad' and 'bad'?"

Word Definitions....

Ms. C. asked what a "whisper" was after reading What Is A Whispery Secret (1/21); she had also asked this prior to reading the story, but no one responded at that time and she herself defined the word. Mrs. C. asked what "curious" meant when reading Curious George; and she asked what "blind" meant when reading The Blind Man and The Elephant (1/16). She also asked if the children knew what an elephant's "tusk" was (they said they didn't, and she showed them a picture of one).
Mrs. G. asked no vocabulary questions.

Personal Response Questions....

There were only two instances when teachers asked questions

that made some linkage between the children's own personal experiences and experiences in the stories that were read. After reading I Was So Mad (2/17), Ms. C. asked the children to tell her, one at a time, what made them mad. Interestingly, the question elicited the longest responses of any question asked by any of the teachers during the 25 observations. Some of the responses included: "It makes me mad when my grandpa bites my cheeks"; "What makes me mad is when I go to the hospital and get a needle"; "I get mad because yesterday my uncle pushed me down and hurt my knee, and made my knee bleed where it had a chair with a needle in it."
The only other instance of this kind of question occurred when Mrs. C. asked the children to raise their hands if they had ever bought a pickle from a barrel; this was before reading The Fire Cat, in which the main character lived in a barrel, and she was trying to get them to think of a barrel from their personal experience.

Not only were the children seldom asked to tie in their personal experiences to book experiences, they were rarely asked to give a personal or evaluative response to a story that had been read. Mrs. C. was in the habit of asking "Did you like that story?" after reading a book to her children, but it was really a rhetorical question. The children regularly answered "yeah" and that was the end of it. On one other occasion, however, after reading Curious George (4/30), she asked the children to tell her, one at a time before they got their coats to go home, which part of the story they liked best. This was the only recorded instance of a teacher asking the children what they thought of a story.
Mrs. G. asked no personal response questions.

Background Knowledge Questions....

On two occasions, a teacher asked what might be termed a question requiring background knowledge. When reading Curious George Gets A Medal (12/3), Mrs. C. asked "When you put soap and water together, what often happens?" When reading The Sign Book, Mrs. G. asked: "The words on water faucets say - Latisha, do you know what they say?"

Print-Related Questions....

Neither Mrs. C. nor Mrs. G. asked any questions that related to print. Ms. C. did once: after reading an alphabet book (12/9), she asked the children "What were the large letters? They were the what?" (No one responded correctly, so she answered the question herself: "The alphabet - the a b c's").

Types of Questions Teachers Asked During Storyreadings

	Total Number of Questions *	Factual Recall	Predicting	Inference	Rhyming Words	Word Definitions	Personal Response	Background Knowledge	Print-Related
Ms. C.	31	61%	-	-	23%	6.5%	6.5%	-	3%
Mrs. C.	33	61%	6%	12%	-	12%	6%	3%	-
Mrs. G.	28	61%	21%	11%	-	-	-	7%	-

* note: Only initial questions were counted: auxiliary questions added to lead children to "right" answers were not included in these calculations. Also excluded were questions asked by the aide in Ms. C.'s room, and the rhetorical "Did you like that story?" which Mrs. C. sometimes asked at the end of a story.

The Children's Role

The main point to be made about the children's participation in the verbal interchanges that accompanied storyreadings is that they were generally placed in the passive position of being called on to answer a teacher's questions. Rarely did they themselves ask the questions; rarely did they initiate spontaneous comments about the story.

Early on, teachers gave verbal and behavioral cues to the children, indicating they should listen and not speak during a storyreading. During baseline observation in Mrs. C.'s room, for example, a child was observed starting to say something during a reading of Theodore Turtle, and Mrs. C. put her finger to her lips to quiet him. Furthermore, everyone knew there were rules to be observed when answering questions. Children were to respond only when a teacher called their name; when questions were directed to the group, they were to raise a hand (only if they knew the answer) and wait to be called on.

The following excerpt from a interchange between Ms. C. and her students during a reading of Mother Goose rhymes (1/21) offers one of the strongest examples from our observations of the quiz-like atmosphere which could accompany a teacher's interrogations. Notice that children's wrong answers are taken as a sign they were not listening, rather than as a sign they were confused by the question.

Ms. C.: "Sit up, please. We're not playing. I said sit up. Now, I'm going to read, or try to read, a Mother Goose rhyme. You'll have to tell me which word rhymes. When I say 'rhymes,' I mean which word sounds the same. Dante, you are looking in this direction, trying to hear. Now just listen.... (She reads "Little Boy Blue") What two words sound the same, Michelle?"

Michele: "corn- horn"

Ms. C.: "Corn - horn, very good. She's a good listener." (Reads next two lines) Tory?"

Tory: "sleep and sheep. You're a very good listener. Now, this is one about the seasons. Ah, Sherrie, you're going to go out because you're not listening. (She reads rhyme) What two words sound the same to you, Shana?"

Shana: "snow and cold"

Ms. C.: "No, snow and what other word?"

Child: "woe"

Ms. C.: "Snow and woe - woe sounds the same as snow, but it wasn't a word that you heard."

Child: "cold"

Ms. C.: "Cold doesn't rhyme with snow. Listen, listen. (rereads

lines) Latisha."
Latisha: "snow and cold"
Ms. C.: "Snow and what else? That's what Shanan said. Do they sound the same?"
Children: "no"
Ms. C.: "Keane?"
Keane: "blow"
Ms. C.: "Blow - very good. Now listen, Sherrie and Dante. Dante, you go over there and sit across from Jamal, please. (She then reads "Fingers and Toes") What two words did you hear, Jamal?"
Jamal: "toes and nose"
Ms. C.: "Toes and nose sounds the same, but I didn't read 'nose.' Listen. (She reads the first two lines again) What two words rhyme, Kendra?"
No response from Kendra
Ms. C.: "Carmen? You didn't hear me cause you're not paying attention. Ronald."
Ronald: (inaudible response)
Ms. C.: "No, you're not listening."
Children begin to giggle.
Ms. C.: "Ah, she tried. She's doing better than what you're doing. You're just sitting there. She tried."
Child: "land and hand"
Ms. C.: "Land and hand - very good" (She reads the rest of the rhyme) "What rhymes, Damon?"
Damon gives no response.
Ms. C.: "William?"
William gives no response.
Ms. C.: "Gregory?"
Gregory gives no response.
Ms. C.: "Leslie?"
Leslie gives no response.
Ms. C.: "Don't put your hand up if you don't know. Tory?"
Tory: "Feet and ceit"
Ms. C.: "Feet and deceit -"
Tory: "Feet and deceit"
Ms. C.: "Allright, very good. Some of you are listening and some of you are not. Now listen to this." (She reads another rhyme and questioning continues).... .

Although most "discussions" about stories were teacher-directed and dominated, there were some instances in which the usual pattern of interchange was reversed.

There were, for example, two notable instances where a child's question sparked a discussion and explanatory remarks by the teacher. After Mrs. C. read The Blind Man and the Elephant (1/16), probably the most conceptually difficult story that any teacher was observed reading to her children, a child asked: "Why did they take the elephant apart?"

In what seemed an attempt to explain the underlying concept of the story to the child, Mrs. C. proceeded to review the storyline, asking a series of questions about what each of the blind men thought the elephant was when they each in turn touched different parts of the elephant's body. At the end of this questioning, she tried to explain the story's meaning:

Mrs. C.: "Each person had touched one part of the elephant. So if you really wanted to know what an elephant is like - he is like a tree if you touch his leg; he's like a wall if you touch his side; he's like a fan, Anthony, if you touch his ear; he's like a what if you touch his tail?"
Children: "a rope"
Mrs. C.: "A rope - so you had to put all those parts together to really know what an elephant was like. Because they could not see they had no idea what an elephant was like. So they had to put all the parts together to know what an elephant was really like."

The other example of a child's question initiating an interchange occurred during the final observation in Mrs. G.'s room (6/5), after the reading of Sylvester and the Magic Pebble:

Dell: "Teacher, did they get him out?"
Mrs. G.: "They did, right at the end. I'll show you...Here he is. Here's the rock with all the picnic food on it. I'll leave it up here so you can see, Dell, up closer. And then he stays wishing inside his rock that he could be himself. And here's the little pebble, right here, Laurie. And then he changes back into himself and you see all the picnic food falling off of him."
Child: "Yeah."
Mrs. G.: "Just like that. And now they're just having hugs and kisses, because they're so glad that he's back. And here he is." (She has been pointing to pictures in the book).
Dell: "Oh, they saw him bust out the rock."
Mrs. G.: "Yes, changed right back into a person again."
Child: "How'd he change out de rock?"
(Mrs. G. does not respond to this last question, but switches to another activity).

While the above examples are unusual in that it was the children who asked questions that focussed the discussion, neither is as dramatic a departure from the usual pattern as the interaction during the last observed storyreading in Ms. C.'s room (May 14). Throughout the reading of Johnny Lion's Book, the children comment freely and with great interest on aspects of pictures and storyline that catch their

attention. They also ask questions. In direct contrast to her usual interrogative style (see the excerpt of her questioning during the reading of Mother Goose rhymes on the previous page), Ms. C. listens to and echoes the children's comments as if to confirm them; she answers their questions, and allows the children to respond to each other's questions. Not only does she encourage the children to take an active role in the discussion, she seems to accept their ideas and curiosity with a kind of respect that was not apparent when she was intent on eliciting "right" answers from them.

Why the conversion? According to Ms. C., she had decided upon reading two observations given her by the researchers that she was doing almost all the talking, and giving her children very little opportunity to make comments. Since she felt it was important for children to express their ideas, she had decided to listen more to what they had to say during storyreadings. The contrast is evident in the following excerpts from notes of that day:

Child: "Where their little brother at, Miss C_____?"
Ms. C.: "They don't have a little brother. This is the mother, and this is the father, and this is the little son." (She points to pictures)
Boy: "They use guns, Miss C_____?"
Tory: "He usin that gun because it a make-believe story."
Ms. C.: "Yes, this is a make believe story.....
.....
Text: "Only I'm not a baby."
Damon: "He was, though, when he was in his mother lion's stomach."
Text: "The little lion's name was Oscar Pete Lion."
Child: "Lion? Oscar Pete Lion?"
Text: "Oh, said Johnny, 'what a nice name for a baby.'"
Tory: "Ms. C____, that's a different name."
.....
Damon: "Miss C_____, where's the little Johnny lion?"
Ms. C.: "Johnny lion is doing what now?"
Child: "readin"
Damon: "He still reading?"
Ms. C.: "This is the story he is reading."
Damon: "Oh."
.....
Shand: "Miss C_____, how come he's orange?"
Ms. C.: "That's the way the artist drew him."
Child: "Miss C_____, I thought lions brown."
Tory: "Not real lions."
Damon: "Some lions are orange - right, Shanan?"

The children continue to talk, and Ms. C. does not say anything. Then she starts to read, and the children quiet down.
There are several more comments by the children.

....

Ms. C.: "I think I'll stop here."
Shand: "Ms. C., what page did you stop on?"
Ms. C.: "Page 41."

It bears mentioning again that this kind of interaction during a storyreading was not observed in any of the other 24 observations made in the three study classrooms. Rather, it represented a distinct change of style in the case of one teacher. Instead of the usual teacher-directed question/answer session, it came the closest of any storyreading in a "traditional" approach classroom to a real discussion or dialogue about a story.

LITERACY EVENTS DURING CENTER TIME

There are essentially two points to be made about literacy events that occurred during center time in the three "traditional" approach classrooms:

1) They were different in spirit from the preceding three categories of literacy events. The literacy events we have already discussed were generally whole group activities, directed by the teacher, with children given no options about whether to participate. When literacy events occurred during center or choice time, however, children worked in small groups or alone; often a teacher was not present; and often the decision to engage in the literacy events was initiated by the child.

2) Ms. C. was the only teacher to have instituted a center for reading activities, so that literacy events were a regular feature of her center time.
Neither Mrs. C. nor Mrs. G. organized a literacy-related activity that was consistently engaged in during their free play time. If literacy events did occur, they tended to be short-lived and peripheral to other activities - having very little status compared to blocks or housekeeping activities, for example.

The following summaries given an idea of the types of literacy events that were observed in each of the three kindergartens in this part of the study.

Ms. C.

A center that was open regularly, from the December 9th observation on, was the "library center." Three or four children would be assigned there for 20-30 minute stretches. They would pretend read or just discuss books with each other, looking very much like a miniature version of the "literate environment" classes during booksharing time.

The following excerpt from an April 22nd observation is indicative of the kind of book-oriented conversation and interaction that usually occurred among children in Ms. C.'s library center.

9:21 - Shand, Herbie, Dante and Shawana are assigned to the library center.

The following dialogue shows Shand and Herbie playing at buying and selling books:

Shand: "Sir, how much is these books?"
Herbie: "Two hundred. You suppose to put the three books back because it too much money."
Shand: "Sir, how much is this book?"
Herbie: "Ten dollars"
Shand: "I have ten dollars." (He reaches in his pocket and pretends to give Herbie the money.)
"How much is all of these?" (five books)
Herbie: "Eleven - twelve - thirteen - fifteen thousand."
Shand: "Here."
Herbie: "Play like you robbed the bank because of all that money you have."
Shand: "Well, I do work. I have something better than money."

.....

After this, Herbie "reads" Bears In the Night while Shawana looks on and comments:

Herbie: "Whooooo"
Shawana: "You forgot down there."
Herbie: "Six bears - whoooo."
Shawana: "That says 'in bed'."
Herbie: "Open the window."
Shawana: "That says, 'out of the window'"
Herbie: "Out of the window, out the bed, out of the window."
Shawana giggles and shrugs her shoulders, then gets The Tale of the Ugly Duckling.
Herbie: "on the roof, down the tree, over the brick wall, under the bridge, through the leaves, between the rocks, around the lake, between the rocks, through the rocks, up Spook Hill, through the tree, up Spook Hill, Whoooo, down the Spook Hill, down the Spook Hill, through the trees, between the rocks, around the lake, under the bridge, over the stone wall, and up the trees, and on the roof, in the window, in bed, whoooo.

Next Dante begins to read Bears In the Night; he can be heard saying the lines to himself.

.....

Shand and Herbie "read" and comment on The Ugly Duckling:

Shand: "The Tale of the Ugly Duckling. Mother Duck was happy laying eggs, and then grandma - grandma"
Herbie: "That's not the ugly duckling." (He is pointing to the illustration)
Shand: "Looks like him - that is the ugly duckling."
Herbie: "These eggs are not..."
Shand: "Can I see something for a minute?"
Herbie: "That duck, he looks sort of ugly."
another child: "unh, ugh"

Shand (playing the mother duck): "My, you don't look like one of my ducks, you look - you swim good, but my, my - you are certainly ugly."
Herbie: "You swim good, but you don't look good."
Shand: "....gone and gone and gone."
another child: "I saw that on T.V."
Shand: "Then a big duck came up and said - and frightened the other ducks on his way. And then....you shouldn't be here. Go away! Go away! You are too big."
Herbie: "You mean, you're too ugly."
Shand: "Yeah....and then he met some birds. But the birds flew away 'cause they didn't like to swim. Come with us, we're going south.... the dog frightened them away...."

The other literacy-related activity that was often scheduled during center time in Ms. C.'s room was some type of reading readiness worksheet (from either the Ginn or Scott Foresman readiness programs), which a small group of children would work on either with Ms. C. or with the aide. This occurred during 4 out of 7 observations.

Sometimes the Hoffman viewer was used - a machine on which slides and audio tape would present either a story, or directions for a worksheet that was being worked on. During center time on February 17th, for example, four children went to the listening center with the aide, where they listened to a Peanuts story on the Hoffman viewer; the focus of the story was on the letter 'P'.

The only other literacy event that was witnessed during center time in Ms. C.'s room was an alphabet game played by two children at a time: one child would show a card with a letter on it to the other child, who would have to identify the letter, as well as whether it was upper or lower case. This was observed only once in 7 observations.

Mrs. C.

There really was no one type of literacy activity that was consistently engaged in during choice time in Mrs. C.'s class.

Sometimes children would print their names, and occasionally short words, on their easel paintings; also letters would be mixed in with drawings. During 3 out of 9 observations, a few children played with alphabet letters. On two occasions, some children were observed looking at books during choice time. Also the listening center was

open during two choice times, with a recorded story of The Three Pigs and Hansel and Gretel.

In general, however, such literacy-related activities were merely sprinkled among the mainstay activities - like blocks and housekeeping. They never drew more than a few children at a time, and rarely seemed to generate excitement.

Mrs. G.

No literacy-related activity occurred consistently during choice time in Mrs. G.'s room either. Indeed, on 4 out of 9 observations, no literacy events at all were observed during choice time.

During the other 5 observations, the following kinds of literacy events were witnessed. Sometimes children at the art easels would paint letters into their drawings, and on four occasions, Mrs. G. was observed labelling the children's artwork with the words they dictated. On three occasions, children were observed scribbling and printing at the chalkboard immediately adjacent to the art easels at the rear of the room. Finally, a task during two choice times was a classification game in which children lined up similar shapes of trees, tables, chairs, houses and dogs; printed words labelling these items were visible, although it is not clear whether the children paid much attention to them.

In general, literacy-related activities played a very minor role during Mrs. G.'s choice time. Far more important were a variety of classification tasks which she would create, as well as the usual favorites like block play, housekeeping corner, and the sand table.

WHAT WAS ACHIEVED?

In this study, assessment of pupil progress was secondary to the documentation of pupil experiences with and responses to literacy events associated with the reading readiness programs of the research kindergartens.

We have collected the scores from tests the kindergarteners were given by their schools (the public school kindergarteners were given the SESAT in late February and the parochial school kindergarteners were given the Metropolitan Readiness Test in late May), but it is questionable how much information these test scores supply that is relevant to the children's progress towards literacy. They probably yield more information about the children's progress in learning to take standardized tests. At any rate, the only print-related task on either test involved knowledge of letter names.

What seems more relevant to us than an analysis of test scores is an assessment of what kinds of literacy-related skills and attitudes the children emerged with from the year's experiences. And for that kind of assessment we rely on a combination of impressions gained from classroom observations and teachers' comments.

The first point to be made about what the children achieved during the year is that they tended to make gains in skills that their teachers focussed on. Thus both researchers and teachers noticed that the children made progress in learning letter names, in learning to distinguish capital from lower case letters, and in learning some of the sounds associated with letters (Ms. C.'s children probably learned the most about sounds, because more program time was spent on this skill than in the other classes). Most of the children seemed able to distinguish rhyming words and, in the case of Mrs. C.'s children - were able to grasp the concept of opposites (she was the only teacher to cite this as a reading readiness goal). Mrs. G. commented that her children could listen to stories for a much longer time. "Their attention span is much longer. They understand much more complicated stories." In the researchers' opinion, this was true for all three classrooms, due largely to the daily storyreading sessions which all the children appeared to enjoy all year long.

Ms. C., in remarking about the children's gains from having talked about books in the library center, noted that "The children are using their imagination more. They know the story; they can invent new ways of telling some stories; they're communicating with one another."

Of the children in her room who had made progress, Mrs. G. commented: "They started at one level and...have progressed to another one. They speak more clearly. They talk in sentences more frequently; they communicate better. When I look at reading readiness, I'm looking at the total overall child, and I just feel that their total development shows a year in kindergarten."

At the same time that most of the children made progress, the point has to be made that not all the children progressed as far as the teachers would have liked in the skill areas they valued. Ms. C. and Mrs. C., for example, both noted that a few of their children still did not know their letter names by year's end. That is an interesting finding, given the frequent doses of direct teaching of letter names that both teachers administered.

Mrs. G.'s evaluation of the children in her class who did not progress was much more pessimistic than that of the other two teachers. Out of the 32 children she had on roll in her afternoon class (the class that was followed in the study), she named 10 children whose prospects for success she considered to be poor, and another three children who might possibly have problems. The problem, she felt, was not that they lacked a few skills, but rather that they were "basically slow learning children." "I feel that most of the children who are having difficulty will have difficulty all along...they need a special program." In her opinion, this was not a matter of immaturity. Rather, she felt they were "sub-normal as far as intelligence," that, indeed, some were probably "borderline m.r." (meaning mentally retarded). "They're probably in the 80 to 90 I.Q. range." In her mind, then, the problem clearly lay with the children, and not with the curriculum.

Learning a "Method"

It seemed to the researchers that the reading readiness programs in these kindergartens accomplished another goal, that went beyond skill

development. It had to do with familiarizing the pupils with the routines of a "traditional" sub-skill approach to reading instruction, the kind of approach they were most likely to encounter in the first grade. They had become used to filling out worksheet pages; they had become used to raising hands and answering teachers' questions when called on; they had been exposed to some of the terminology likely to be used in a beginning reading instruction program. In that sense, the teachers appeared to have made good progress in paving the children's way for first grade - a goal that Ms. C. and Mrs. C. articulated in the following dialogue with Putnam during their July, 1981, meeting:

Putnam: "So, essentially, you see the children as entering first grade sort of being prepared to profit from more direct instruction?"

Ms. C.: "Yes - to profit from it, and being prepared for what is expected of them. That they would know their letters, have an idea of what the teacher is speaking about. Knowing the difference in the different size capital and lower case. And knowing their sounds - being able to produce the sounds."

Putnam: "Do you see that kind of as a building block?"

Ms. C.: "Yes."

Mrs. C.: "A foundation on which the first grade teacher can build."

Ms.: "And it won't be so hard for the teacher or the child."

Thus readiness to cope with reading instruction seemed as much a goal and an accomplishment of the "reading readiness" programs in these classrooms as the development of certain prereading skills.

The Children's Attitude Towards Reading

In addition to asking what the "traditional" prereading skills approach accomplished in terms of skill development in these kindergartens, it seems relevant to consider its impact on the children's attitudes towards reading and printing.

Since this is something tests do not measure, and since the teachers in this study never mentioned motivation to read as a goal of their reading readiness programs, it is left to the researchers to report their impressions.

Those impressions essentially include the following three points:

1) The children's interest in some of the drill-skill tasks

associated with their reading readiness program appeared to wane throughout the year. The disruptions that increasingly accompanied workbook exercises in Mrs. C.'s room during second semester, for example, suggested that the children were either becoming bored with the content of what they were being asked to do, or they weren't being given enough to do. At any rate, there appeared to be some behavior control problems associated with whole group worksheet activities, as well as with whole group question/answer sessions which focussed on a particular skill.

2) The children's enthusiasm for books, on the other hand, remained high. This was certainly evident in the children's reactions to storyreadings, which ranged from quiet absorption (in Mrs. C.'s and Mrs. G.'s rooms, where comments during storyreadings were discouraged) to excited comments and questions (in Ms. C.'s room, where children's comments were permitted, at least towards the end of the year).

   This enthusiasm was also evident in the fact that on the relatively few occasions on which they were given the opportunity to look at books, they readily fell into animated discussions of stories and illustrations and continued to show a fondness for pretend reading. Since the teachers in this study did not interact with the children at these times, and since the opportunities for looking at books were relatively rare (indeed, practically nonexistent in Mrs. C.'s room), it is the opinion of the researchers that the kindergarten curriculum itself had little to do with sparking the children's apparent interest. Rather, that interest seemed to have existed from the beginning of kindergarten, and merely to have remained intact during the year. In other words, it seemed the children were responding to something essentially alluring about storybooks, and not to any enthusiasm transmitted by the teachers.

3) It could not be said that these children's kindergarten experience had helped them acquire the habit of spending time with books - at least in a school setting. Except for library center

time in Ms. C.'s room, and the brief booksharing periods in Mrs. G.'s room, the stock of books in these kindergartens remained relatively untouched. Rarely did youngsters in any of the three classes initiate looking at books or printing outside of the few prescribed times when they were told to do so. They were not, in other words, being encouraged to become "readers" in the sense of seeking out and spending time alone with books.

IV. CONCLUSIONS

Most of the essential findings have really been stated as the description of literacy events proceeded. Briefly recapitulated they are as follows:

- In analyzing the teachers' reading readiness goals, two points struck the researchers. First, the goals all focus on sub-skill areas commonly stressed in the prereading skills approach - the main emphasis being placed on knowledge of letter names, the association of letters and sounds (Ms. C. and Mrs. G.), recognition of rhyming words (Mrs. C. and Mrs. G.) and comprehension of stories (Ms. C. and Mrs. G.). Secondly, none of the teachers mentioned motivating the children to want to read as a goal.

- What the teachers said they wanted to achieve in reading readiness was quite consistent with the focus of activities which comprised their reading readiness programs during the year. Furthermore, by year's end, most of their goals had been achieved by most (but not all) of their kindergarteners.

- Literacy events occurred slightly more than one-third of total classroom time: 36% of the time in Ms. C.'s room, 39% in Mrs. C.'s room, and 37% in Mrs. G.'s room. While the three teachers were consistent in the total percentage of time they devoted to literacy events, they varied a great deal in the way they divided that time across the different types of literacy events. It should be noted that there was not necessarily a one-to-one correspondence between the amount of time allotted to certain kinds of literacy events and the importance which a teacher appeared to attach to that activity.

- Four types of literacy events contributed to the reading readiness programs of each "traditional" approach kindergarten:
    1) formal reading readiness lessons from commercially published programs;
    2) teacher-created lessons or routines;
    3) storyreadings;
    4) literacy events during center time.

- The formal reading readiness lessons, teacher-created lessons, and the "discussions" that accompanied storyreadings were all remarkably similar in terms of their dynamics, the identifying characteristics of which are as follows:

....These first three categories of literacy events were all whole group activities in which every child was exposed to the same material, and required to complete the same tasks. This meant there was no allowance for variations among the children in print-related experiences. Children who were already able to decode (like Wesley in Mrs. C.'s room and Michele in Ms. C.'s room) were required to spend the same number of minutes focussing on lessons dealing with letter names, for example, as were children who did not as yet know the alphabet.

....The activities were clearly teacher-centered. The teacher took the role of director: she decided what the children would do and when; she was responsible for direct teaching of the material to be learned; she asked the questions; and she approved or disapproved the answers.

....These literacy events followed a skill-drill format. Each lesson focussed on one skill; and each skill was transmitted through a question/answer process.

....Whether questions were asked verbally by the teacher, or took the form of worksheets to fill in, they were primarily factual in nature and required short, "right" answers. This lent a test-like flavor to these literacy-related activities.

....The fact that questions were the only follow-up to story-readings, and that the majority of those questions were factual recall in nature, reflected an approach to "reading comprehension" quite similar to that taken by most basal reading series, where questions comprise the first and most emphasized response to literature, and where memory of story content is stressed. (Rosecky, 1976)

....The amount of sanctioned pupil talk during these literacy events was mostly limited to several word answers to teachers' questions. Since only one child at a time was called on to answer, while the other children served as an audience, the chances of any given child being asked to say more than one or two sentences during the day's reading readiness activities were slim. Indeed, on many days many of the children were not supposed to talk at all during reading readiness activities. Furthermore, in these first three categories of literacy events, all sanctioned talk by the children was to be directed towards the teacher. Discussion, or collaboration among the children about what they were doing was discouraged. During worksheet activities, for example, it was common to hear teachers direct the children to "be quiet", "don't look at your neighbor's paper," "do your own work."

There were only two exceptions to this general pattern within the first three categories of literacy events. One exception was Mrs. G.'s daily booksharing period of approximately 10 minutes, during which children were free to choose which books to look at, and to discuss their impressions with each other. (We have already noted that this activity was apparently copied from a "literate environment" class across the hall; had Mrs. G. not been exposed to that curriculum, she would probably not have instituted a booksharing period.) The other exception was the last observed storyreading session in Ms. C.'s room - the only observed storyreading session where children commented freely on the story and asked the teacher questions (see p. 244).

- With the exception of small group worksheet lessons in Ms. C.'s room, literacy events that occurred during center time tended to take on a different character. Children would work alone or in small groups, usually without a teacher being present. Children in Mrs. C.'s and Mrs. G.'s classes could choose whether to participate in a literacy-related activity; and sometimes children collaborated with each other - perhaps asking each other to name alphabet letters, or talking about books they were looking at (in Ms. C.'s library center).
  It should be noted, however, that most of the literacy-related activities that occurred during center time in Mrs. C.'s and Mrs. G.'s rooms occurred only sporadically, and did not seem anywhere near as popular as the more standard activities like blockbuilding or playing house.

READING AND PRINTING IN THE "TRADITIONAL" APPROACH KINDERGARTENS

In the process of documenting the nature of literacy events that did occur in the three study classrooms, we also documented what did not occur - and this is as significant a finding as any other.

For the most part, what children in the "traditional" approach classrooms did not spend time on was reading and writing. With the exception of the library center in Ms. C.'s room, which was attended by 4-8 children a day, and with the exception of the 10-minute book-sharing period which Mrs. G. adopted (apparently as a result of her exposure to the "literate environment" curriculum across the hallway), children rarely looked at books in these kindergartens. With the exception of printing names on worksheets, artwork, and painting some letters at the art easel, they rarely printed either.

We do not mean to suggest that there is anything unusual about the general paucity of children reading and printing in these kindergartens. Quite the contrary. It is perfectly in keeping with the "traditional" pre-reading skills approach to reading readiness.

The assumption of the pre-reading skills approach, after all, is that learning to read and write proceeds best through direct instruction, after a child has shored up skills in a number of sub-skill areas - like learning letter names. Attempts by children to read and write prior to the point at which they are learning to decode is simple not encouraged.

Widespread acceptance of this position both by practitioners and researchers is signalled by two facts. None of the readiness programs of the six top-selling basal reader series in this country recommend that children be given books and encouraged to pretend read, or be given paper and encouraged to attempt to print. Nor are reading and writing prior to decoding focussed on in more than a handful of studies and articles in the vast literature on reading readiness.

The Teachers' Attitudes

It might be interesting to examine the teachers' apparent attitudes towards reading and writing in light of the traditional notions about what constitutes readiness to read.

Ms. C., for example, appears to believe that "maturity" is a critical factor. As was previously mentioned (p.), that seemed to be the criterion by which she determined which children would be in the top, middle or low groups for reading instruction during center time. The children in the low group, she said, were "still babiefied, and they still have to get the play out of them before they can sit down and really settle themselves to pay attention."

Shortly after she opened the library center for the first time in September, she closed it again because she felt the children were not yet ready for it. "That is a quiet center; that is where you read the pictures, or can find words that you know, and they're not ready for that yet. Because they haven't quieted down yet; they're still very active. So you have active activities. And I will open that center about January - they should be settled..."

At the time of the final observation in May, when Putnam commented to Ms. C. that a girl in the class was actually decoding, Ms. C replied that Michelle was really "not mature enough to be placed in a reading group. She is still fidgety. Still immature, I think." Two assumptions appear to be implicit in that statement: one, that a child has to exhibit the proper attending behaviors in order to profit from reading instruction; and two, that direct reading instruction is the only way to help a child develop greater reading skill.

As for children printing, Ms. C. told the researchers: "I didn't feel it was very important at this stage, because their muscles are still a little weak."

Again, the point has to be made that Ms. C.'s emphasis on maturity is in keeping with traditional notions of reading readiness. Consider, for example, the checklists of reading readiness factors included in several textbooks of reading, written in the 1970s by professors at graduate schools of education. Developmental measures, whether physical or social, are quite common. Burns and Roe (1976), for example, included the following items under the reading readiness category of "motor coordination": ability to hop on one foot, jump, gallop, skip, kick a ball, throw a bean-bag, catch a bean-bag, button and unbutton, cut along a line with scissors, tie shoelaces, copy a circle and other

figures. Spache and Spache (1977) include the following competencies under the heading of "Social and Emotional Behavior": "able to wait turn for teacher's attention" and "able to lead or to follow." (p. 168) Jones (1971), in her list of 63 reading readiness "factors", includes 5 items under "Social Readiness", including "Is he willing to share toys, books, etc.?" and "Does he assume responsibility for his own materials?" (p. 46)

Another view the teachers seemed to share was a view of pretend reading as little more than play - certainly not a valuable step in the learning to read process.

Even though Ms. C. set up a library center, where children engaged in a lot of pretend reading, and even though Mrs. G. instituted a ten-minute booksharing period at the beginning of every session, neither teacher seemed to view these activities as having significance beyond a kind of social interaction. Although Ms. C. was pleased with what occurred in her library corner, she seemed to value it mostly for the opportunities it gave the children to use their imaginations and communicate with one another. She did not, however, mention anything about pretend reading providing incentive to children to read, or helping them become familiar with print.

Mrs. G. also made a comment to the researchers which suggested she did not take pretend reading seriously as a skill. Her children, she noted, "can take books like that Bears In the Night book...and they can go through that, but that's not reading to my mind...I would think that there is no one in the room that could sit down and read a book that they had never heard anybody read - which is, to my mind, reading."

Perhaps the biggest tip-off, however, that neither teacher viewed pretend reading as other than a form of play was that neither ever interacted with the children when they were pretend reading. They were never observed to ask a child to "read" a story to them; they were never observed to praise a child's efforts at pretend reading; they were never observed eavesdropping on the contents of a pretend reading.

Then, too, there was Mrs. G.'s classic announcement at the end of booksharing period: "It's time to start school now."

Mrs. C.'s views of children pretend reading and printing must have been very similar to the views of her two colleagues, because children were rarely observed engaging in either behavior in her room.

One clue that Mrs. C. had little expectation that children would look at books beyond storyreading time was the way she stocked her bookshelf. During the final observation in June, the researchers counted 100 books on the bookshelf in the room, but in a storage room, out of reach of the children, were another 223 books, as well as a set of storyrecords. Books may have been the focus of attention during daily storyreading sessions but the fact that two-thirds of the class' books remained out of sight of the children at all times certainly indicated they were not a focal point of the curriculum at other times.

As for Mrs. C.'s attitude towards printing, the following two incidents indicate it was not a high priority in her program. The first incident occurred on November 5th, when Putnam visited the class for the first time to see if Mrs. C. would be interested in participating in the study. The children had completed worksheets; Mrs. C. was in the process of printing their names on their papers and collecting them. One boy asked her eagerly: "Can I write my name?" Mrs. C. replied: "Ordinarily...but today I think I will. If I let you, then everyone will write their name." Perhaps a spontaneous effort at printing would have taken too much time, or been too messy.

The second incident occurred during the final observation in June. The children had been given paper to draw and color pictures of a circus (the class had taken a trip to the circus a few days before). After the children completed their drawings, some of them started to print. At one table where a researcher was sitting, a girl asked how to spell "bus" because she wanted to label her picture. Another girl pointed to every letter in her name and spelled it as the other children at the table looked on. Then a boy printed the girl's name on his paper, putting an 'A' at the end of her name instead of an 'S'. The girl leaned over and crossed out the wrong letter. At this point Mrs. C. walked by and admonished them: "Now you know we don't write on those papers with that magic marker, don't you?" The children stopped printing at once.

But Mrs. C. apparently had some ambivalent feelings about the children printing, because at the July meeting with Botel and Putnam, she mentioned that sometimes she had children copy what she called a "morning story" - giving the day of the week and something about the weather. And she made the following comment about their progress:

> When we first start writing...there are some children who say 'I can't do it.' I don't make a big thing of it, but I say, 'Well, try. Write your name and try to write that first letter.' So that by the end of the year most of my children were able to write something that I think you should read...with the exception of one or two. So that I'm thinking that perhaps it is a good idea. I wouldn't say that they should be forced to write, but they should be encouraged to write....Because I find that at the beginning there are some who say, 'I just can't do it.' If you just let it go at that, I don't think they would do anymore. And they're surprised at the end when they can really write a word.

She followed this statement with a thoughtful observation that belied some doubts about the usual approach to reading and writing in kindergarten:

> Sometimes I think we pressure our children too much, and then sometimes I wonder if we set our expectations too low. Sometimes in kindergarten we say, 'Well, he shouldn't have to do it; he's only a baby.' Or, as a supervisor once reminded me, 'They're only 60 months old.'

The Children's Attitudes

Despite the fact that the research literature on reading readiness barely mentions pretend reading or pre-decoding attempts to print, what surfaced in our research was evidence that for the kindergarteners in this study, both reading and writing appear to be natural pursuits.

We base that conclusion on three pieces of evidence. The first clue is that when the children were given the opportunity to look at books, they launched quite readily into pretend reading. We have, of course, already described this phenomenon as it occurred during Ms. C.'s library corner (see p. 247) and Mrs. G.'s booksharing period. And the same behavior was observed to occur, although only once, among Mrs. C.'s children. It was during Putnam's initial visit to the class, on November 5th, to determine whether Mrs. C. would be a good candidate

for the study. The children had been taken to the library, as apparently they were once every other week (we never scheduled a formal observation on those days, however). The librarian read a story to the class, and then proceeded to help the children sign book cards to take a book home. When they had signed out these books, she directed them to "sit on the rug and read your book." The children promptly sat or lay on the rug, and started looking at their books with great interest. A few of them started muttering to themselves, pretend reading the story. Putnam's impression at the time was that here was a "traditional" approach class that looked for all the world like a "literate environment" class. As it turned out, however, this was the only time that Mrs. C.'s class as a group was ever observed engaging in this kind of behavior; at no time during the nine formal observations in her room were they again given this kind of opportunity. The fact that the children did engage in this behavior once, however - and so early in the school year, with so little direction - suggests that looking at books and pretend reading were things they were used to doing, and enjoyed doing.

A second clue was the way the children responded to the researchers. It is not clear whether the response was precipitated by the stimulation of an adult displaying an interest in anything the children were reading or printing, or whether the sight of an adult constantly taking notes on a yellow pad of notepaper invested print with some importance. But whatever the reason, the researchers found that their sitting at tables with small groups of children and proceeding to take notes often sparked literacy behaviors.

During Mrs. G.'s booksharing activity, for example, the most printing occurred at those tables where the researchers sat. The children would proceed to show whatever they printed; they would spell words for the researchers (as if to impress them); and they would ask how to spell words they wanted to print. And they would begin to talk with one another about words. Children using paper and pencils at the other tables were more likely to be drawing than printing.

At the library center in Ms. C.'s room, children were quite eager to pretend read stories as a researcher took notes, or tape recorded

the reading. And at lunchtime, children were quite willing to hang around the classroom and talk to the researchers about words, or books.

In Mrs. C.'s room, a child asked a researcher to read him a notice that was posted on the wall (something a child was never observed asking the teacher). And during the final observation, two children came up separately to the two researchers and asked for paper so they could print. (When asked if she could get paper from the classroom, one of the girls replied 'no.')

The fact that so little a provocation as the researchers' attention to reading and printing should spark these behaviors suggest that the children were quite interested in reading and printing.

This interpretation seems borne out by the third piece of evidence - namely reports from parents of case study children that their children would pretend read and print at home. Admittedly the sample was limited: only four parents were contacted (two of the original 6 case study children had moved away by year's end, when the parent interviews were conducted.) Nevertheless those four reports were consistent.

For one thing, these children's homes all appeared to stimulate an interest in literacy. The children were reported to own from 10 to 25 books, and someone read to them anywhere from three times a week to almost every night. As for reading and writing, the parents of all four children reported behaviors that sounded like pretend reading; and only one of the four children was not interested in printing.

Ebony's mother reported that her daughter would "memorize the story and call herself reading it back." As for printing, she had been doing this since she was four years old. It started when her grandparents, with whom she spent a lot of time, showed her how to make an 'E'; it then occurred to Ebony that she could make other letters as well. By the end of the kindergarten year, she was doing what her mother called "scrimbe scrambling" and calling it "cursive writing." "She tells the things it's suppose to say every now and then."

Kia's mother reported that her daughter gets a lot of incentive to read from her 11-year-old sister. When the sister reads, "Kia gets a

book and tries to read it." She also writes all the time at home, according to her mother. "She can go for hours it you let her. When she's reading or writing, she's contented." (This child, incidentally, was considered by her teacher, Mrs. G., to be easily distracted from her work in school.)

Gregory was the one child who was reported not to enjoy writing. "He'll do it if I tell him to do it," and his mother, but "he tries easily and gets sloppy." He was reported to do some pretend reading, however, and to complete certain parts of stories that his mother would read to him.

Kareem's father reported that when his son did pretend reading, he would say "I'm gonna read a book all the time." He also reported working with his son on printing one word at a time - like his name - until he got it right. Kareem also printed his numbers and letters.

If these parent reports can be trusted (and the researchers feel they can be), it would appear that these children do more reading and writing at home than in school. One wonders for how many of the other children this is also true.

The three pieces of evidence we have mentioned point to what we consider to be an important conclusion: that what pre-reading skills curriculum asks children to do is mismatched with what they seem to want to do most. While the curriculum keeps them focused on sub-skill work with letters, visual discrimination exercises, auditory discrimination exercises and comprehension questions, it restrains them from trying to read and print. Yet that seems to be what intrigues the children the most.

This mismatch, as we see it, raises a major question: what would happen if kindergarteners like the ones in this study were encouraged to read and write?

With that question we come full circle, for the "literate environment" approach study which was previously reported essentially answers that question.

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APPENDIX A - SUMMARY OF LITERACY EVENTS - "LITERATE ENVIRONMENT" TEACHERS

Mrs. R.

Baseline day, October 9: Literacy events occurred 59% of session
Total class time: 300 minutes

- Calendar, names of days of week involved (7 min.)
- Storyreading and discussion: "The Letter" from Frog and Toad (8 min.)
- During choice time: (78 min.)
  ....some children write a "letter (follow-up to story")
  ....some at print table ("Frog and Toad" on paper strip)
  ....tracing letters in coffee grounds
  ....small group dramatization of Goldilocks and the 3 Bears
- Children look at books delivered from the library (5 min.)
- Storyreading of Tom and Sam in response to child's request; discussion of "tricking" (8 min.)
- S.S.R. (2 min. 50 sec.)
- Booksharing (39 min.)
- During rest time some children look at books; The Three Pigs record is played (30 min.)

(In the morning, 3 lapreaders read to children over a 52 minute period; this time overlapped with classroom activities, and was not counted in "time on the line")

December 16: Literacy events occurred 55% of session
Total class time: 229 minutes

- Story and discussion, Christmas star story, read each day for 3 weeks before Christmas (22 min.)
- Discussion of previous day's story, The Rat's Christmas; talk about the word "despicable" (4 min.)
- During choice time: (43 min.)
  ....printing at chalkboard and at print table
  ....alphabet blocks
  ....experience sentences about walk to the library
  ....metalinguistic awareness/syllable segmentation
- story and discussion, The Rat's Christmas (19 min.)
- S.S.R. (6 min.)
- Booksharing; teacher reads to small group (11 min.)
- During afternoon choice time: (20 min.)
  ....some printing at table and chalkboard
  ....small group listens to researcher read story

Mrs. R.

January 23: Literacy events occured 69% of session
Total class time: 330 minutes

- Looking at books/calendar (24 min.)
- Storyreading: The Runaway Giant (13 min.)
- Dramatization: The Runaway Giant (10 min.)
- Storyreading: City in the Winter (18 min.)
  (while many children deploy to centers)
- During choice time: (60 min.)
  ....Syllabary element cards
  ....Printing at print table
  ....Some children look at books
- Looking at books (12 min.)
- S.S.R. (5 min.)
- Booksharing/Choice time (41 min.)
- During continued choice time some children are engaged in literacy events (45 min.)

January 26: Literacy events occurred 58% of session
Total class time: 330 minutes

- During choice time: (70 min.)
  ....some printing at print table
  ....alphabet cards
  (At least 10 lapreaders during the morning, because Mrs. R. spoke to upperclassmen - why choice time went so long)
- Reading and dramatization of Bears in the Night (28 min.)
- During second choice time: (24 min.)
  ....teacher reading with 3 children
  ....some "pretend reading"
  ....some printing at chalkboard
  ....some with lapreaders
- Looking at books and spontaneous printing (9 min.)
- S.S.R. (8 min.)
- Booksharing (10 min.)
- Choice time includes a 15 minute metalinguistic awareness activity ("To - day is Mon - day") (30 min.)
  alphabet cards; some printing
- Science class included a storyreading about Thin Ice (15 min.)

Mrs. R.

February 4: Literacy events occurred 59% of session
Total class time: 320 minutes

- Print/booksharing (34 min.)
- Draw R and S in the air (child initiated) (1 min.)
- Syllabary: they read A Witch as Mrs. R. points to page (4 min.)
- Storyreading: Ducks Don't Get Wet (9 min.)
  and experience chart about how many think ducks don't get wet; how many think they do get wet
- Oil/water experiment following up on story (14 min)
  children discuss phenomenon
- Print choice (8 min.)
- Choice time includes Syllabary cards (42 min.)
  and other activities (not listed, because focus on Kinzya)
- Storyreading: The Runaway Giant (8 min.)
  echo reading of Bears In the Night (3 min.)

afternoon:

- Print/booksharing (7 min.)
  same activity picked up again after a discussion about safety (21 min.)
- Storyreading and discussion: (13 min.)
  The March Wind
- Choice time includes some literacy activities (24 min.)
  (not listed, as focus is on case study child)

February 20 - MID-TERM Literacy events occurred 67% of session
Total class time: 346 minutes

- Printing and reading (45 min.)
- Storyreading: Mr. Bump (6 min.)
  (9 children listened to story; 7 were printing; 2 at listening center) (12 min.)
- Syllabary (9 children; 2 at listening center; a few printing, others drawing) (6 min.)
- Storyreading: Mr. Messy (7 min.)
- Dramatization: Snow White (28 min.)
- Choice time includes 2 looking at Snow White, and 2 at listening center with Rumpelstiltskin (31 min.)

afternoon:

- Reading and printing (31 min.)
- Storyreading: The Pink Panther (6 min.)
- Syllabary lesson (partial group) (5 min.)
- Storyreading: I can Help, Too (3 min.)
- Storyreading: Snow White (51 min.)
  (artistic, expensive edition brought in by principal) (with 13 min. break in the middle of reading)

Mrs. R.

April 13: Literacy events occurred 76% of session
Total class time: 285 minutes

• Print/booksharing	(48 min.)
• Syllabary book 8 (echo reading after Mrs. R.)	(4 min.)
• Storyreading: Little Fox Goes To the End of the World	(14 min.)
• Choice time includes use of alphabet cards, printing and reading phonics workbook	(54 min.) partial group
• During clean-up time, Kinzya and Tiffany continue to use alphabet letters	(5 min.)
• Metalinguistic activity; what word is missing in nursery rhyme	(8 min.)
• Print/booksharing in afternoon	(20 min.)
• Dramatization of Little Fox Goes To the End of the World (7 children remain at other activities)	(18 min.) partial group
• During continuation of choice time, Mrs. R. helps some children with their word banks	(11 min.) partial group
• During bathroom time, 6 children read word bank cards to researcher	(24 min.)
• Children check out books to go home; then can go to chalkboard and print	(11 min.)

(science class for last hour)

April 22: Literacy events occured 77% of session
Total class time: 340 minutes

• Print/booksharing	(46 min.)
• Syllabary: group reading of "The Silly Sandwich"	(4 min.)
• Storyreading: The 3 Musicians of Bremen	(12 min.)
• Pantomime of animals in story	(9 min.)
• During choice time, some children work with pop-out letters; some children read to by lapreader in library; some work with element cards; some print	(60 min.) partial group
• Storytelling: Nnieka told The Three Bears, and Ellissa told an Easter story. The others listened.	(10 min.)
• Metalinguistic awareness: omission of words in nursery rhymes	(10 min.)
• Printing and reading (afternoon)	(33 min.)
• Storyreading and Dramatization: Caps For Sale	(13 min.)
• Finding books for S.S.R. (most children reading)	(6 min.)
• S.S.R.	(11 min.)
• Booksharing	(27 min.)
• Storyreading: Beauty and the Beast (Swazi tale)	(22 min.)

Mrs. R.

May 15 - FINAL OBSERVATION: Literacy events occurred 69% of session
Total class time: 342 minutes

- Printing, reading, word bank cards (47 min.)
- Poem recitation: "Hurrah for the circus" (3 min.)
- Syllabary echo reading/book 10 (15 min.)
- Storyreading: Bernadette's Busy Morning (12 min.)
- Choice Time includes printing, looking at books, dictating a story to aide, working on phonics workbooks with Mrs. R., playing with alphabet letters, reading word bank cards (61 min.)
- Demonstration of how to play Concentration with word bank cards (11 min.)
- Printing, reading, work bank cards (in afternoon) (25 min.)
- Metalinguistic awareness: change word in nursery rhyme (1 min.)
- Discussion about elephants (in Roy's book) (2 min.)
- S.S.R. (13 min.)
- Booksharing (18 min.)
- Choice Time includes reading, printing, talking about miniature traffic signs, using pop-out alphabet letters

Mrs. W.

Baseline day on November 6: Literacy events occurred 75% of session
Total class time: 150 minutes

- Booksharing (21 min.)
- Clapping names, getting nametags (6 min.)
- Takes a few seconds between pledge and other morning exercises to have children trace a "p" in -
- Discuss "Thankful Thursday", and Bert and Ernie's name (whether correct printed name is under the right picture) (3 min.)
- Storyreading: The Little Lamb (7 min.)
- Follow-up to story: passing around lamb's wool and discussing its qualities, which are written on board (6 min.)
- Storyreading: Pelle's New Suit and Little Red Riding Hood (17 min.)
- During choice time: (33 min.)
  ....some paint letters at art easel
  ....some label pictures they cut out from magazines and free print on same paper
  ....some play with plastic letters
  ....some type on typewriter (although not cueing on letters)
- S.S.R. (12 min.)
- Film on a caterpillar, follow-up to The Hungry Caterpillar (7 min.)

December 15: Literacy events occurred 80% of session
Total class time: 150 minutes

- Booksharing (34 min.)
- "Today is Mail on Monday" and calendar (1 min.)
- Storyreading: The Snowy Day/Mother Goose rhymes "The Letter" from Frog and Toad (25 min.)
- Tells children they will each get a letter from her; they recite names of Santa' reindeer as Mrs. B. points to printed names on door (5 min.)
- During choice time: (34 min.)
  ....includes printing at art easel and dictation of story about painting
  ....some printing at print table
- S.S.R. (15 min.)
- At snacktime the children locate their letters from Mrs. B. by recognizing their name (Mrs. B. has placed the letters at tables in no particular order) (1 min.)
  The letters say things like: "I think you're terrific"
- Film of The Gingerbread Boy (5 min.)

Mrs. B.

December 16: Literacy events occurred 83% of session
Total class time: 150 minutes

- Booksharing (34 min.)
- "Today is Thoughtful Thursday: (2 min.)
- Storyreadings: There's A Nightmare In My Closet
  Charly the Mouse Finds Christmas
  'Twas the Night Before Christmas (25 min.)
- Saying alphabet as they walk to playroom (2 min.)
- During choice time: (54 min.)
  ....there is some printing at print table (where aide is stationed); some children print Christmas cards to their parents, while the aide helps them with spelling of words, and sometimes letter formation
  ....a lap reader takes child into other room
  ....some children use magnetic letters
  ....some children trace letters in coffee grounds
- S.S.R. (7 min.)

December 19: Literacy events occurred 86% of session
Total class time: 150 minutes

- Spontaneous printing (62 min.)
  (note: the first time children had printed in main room. Mrs. B. put out rebus cards as a stimulus, and every child printed)
- Looking at books, clapping "re-frig-er-a-tor" (10 min.)
- Storyreading: The Alphabet Book
  Little Bear's Christmas
  (the aide reads while Mrs. B. rolls gingerbread cookies with children in the back of room)
- Dramatization of Gingerbread Man (5 min.)
- During choice time: (35 min.)
  ....children roll and cut gingerbread cookies (follow-up to story); they dictate whether it is a "lady", "girl", "boy" or "man." Mrs. B. writes this on a piece of paper with their name.
  ....some children trace letters in coffee grounds
  ....a child dictates "A Monster" about his art drawing.

Mrs. B.

January 27: Literacy events occurred 64% of session
Total class time: 143 minutes

- Print/booksharing time (45 min.)
- S.S.R. (18 min.)
- Alphabet song (1 min.)
- Storyreading: (13 min.)
  Whisper In My Ear (Mrs. B.)
  Great Big Elephant (aide)
- Syllabary (nonsense noises) (3 min.)
- Storyreading:
  Tubby and the Lantern (8 min.)
- Dramatization of Bears In the Night (4 min.)

January 28: Literacy events occurred 73% of session
Total class time: 150 minutes

- Printing/booksharing (45 min.)
- S.S.R. (12 min.)
- Children say alphabet letters
  (Mrs. B. holds up letter cards) (1 min.)
- Storyreadings: (24 min.)
  Tubby's Lantern (aide)
  Five Chinese Brothers (Mrs. B.)
  Bears In the Night
- Choice time, includes small group dramatization of Bears In the Night, print table, making coolie hats to follow up on Five Chinese Brothers. (28 min.)
  grouping pattern 2 minutes before end of period:
  ...Shea running over Bears obstacle course, reading signs
  ...2 printing
  ...4 making coolie hats

January 29: Literacy events occurred 79% of session
Total class time: 150 minutes

- Printing/booksharing (51 min.)
- S.S.R. (14 min.)
  Book "sharing" follow-up (2 min.)
- Storyreadings: (25 min.)
  Goose Goofs Off
  Cat in the Hat
- Choice time includes printing; at beginning of period 3 children are at the print table with the studnet teacher (27 min.)

Mrs. W.

Baseline on November 13: Literacy events occurred 79% of session
Total class time: 129 minutes

- Booksharing (24 min.)
- Storyreading and dramatization: The Bear Scouts (21 min.)
- Aide reads to group of 9 while other sing (10 min.)
- During print choice time: (41 min.)
  ....children copy "Bear Scouts" and words from story
  ....printing at chalkboards
  ....tracing letters in sand
  ....magnetic letters
  ....aide reading to group of 5
- Focus on "l" sound during discussion about Franklin Institute trip; color words pointed out (2 min.)
- Metalinguistic awareness: children suggest words and then stamp foot to syllables (4 min.)

December 11: Literacy events occurred 87% of session
Total class time: 135 minutes

- Booksharing (24 min.)
- Storyreading: about goose who laid golden egg (10 min.)
- Metalinguistic play, with teacher using a puppet to give children directions: "De-cem-ber" and then "San-ta Claus" Syllable strips mixed and rearranged (17 min.)
- During choice time: (53 min.)
  ....children finger-paint letters
  ....making Rudolph books (printing)
  ....child reads Bears In the Night and there is a mini-dramatization guided by teacher
- Sing "Jingle Bells" while teacher points to verses that are printed on language experience paper; to be dismissed children tell what letters make what sounds (13 min.)

January 14: Literacy events occurred 84% of session
Total class time: 85 minutes

- Booksharing (18 min.)
- Storyreading: The Little Boy Who Loved Dirt and Almost Became a Superslob (discussion) (15 min.)
- Body formation of letters (11 min.)
- During choice time: (25 min.)
  ....some printing at chalkboard ("Superslob", etc.)
  ....listening to tape of child rdg. Cat In the Hat
  ....magnetic letters
- Metalinguistic play: children say syllables; teacher gives "thank you" sign to child who bought candy to class (2 min.)

Mrs. W.

January 20: Literacy events occurred 81% of session
Total class time: 90 minutes
(early dismissal)

- Booksharing (25 min.)
- Storyreading and dramatization: Bears In the Night (14 min.)
- Storyreading and dramatization: The Three Little Pigs (24 min.)
- Teacher prints "3 little pigs" on board, while children guess letters and sounds (2 min.)
- Metalinguistic awareness: clapping syllables in children's names (8 min.)

January 30: Literacy events occurred 79% of session
Total class time: 135 minutes

- Booksharing and printing (30 min.)
- Dramatization of Little Miss Muffett (11 min.)
  (some children printing)
- Metalinguistic awareness (22 min.)
  (Mrs. W. writes children's names, cuts them into syllables, hides one syllable and asks what's left)
- Choice time includes (25 min.)
  ...7 working on Syllabary element cards with Mrs. W.
  ...6 with letter blocks with aide
  ...Omar lays out pages of Bears in the Night with researcher
- All children print a note to parents: "We are in the A.M. class." (18 min.)

March 11: MID-TERM Literacy events occurred 68% of session
Total class time: 180 minutes

- Printing and booksharing (45 min.)
- Storyreading: Marlon reads Green Eggs and Ham (10 min.)
  Mrs. W. reads The Little Red Hen (5 min.)
- Choice time includes concentration game with labelled cards from Bears In the Night, and Old Hat, New Hat; Syllabary cards and art easel. 18 minutes into choice time, 5 are playing concentration with Mrs. W., 4 with the aide, and 4 are at the art easel.
- S.S.R. (4 min.)
- Mrs. W. prints "It is raining" on board when children can't go out to recess (2 min.)
- Discussion of animals (using pictures of animals that are labelled) (21 min.)

March 11 (continued)

- Storyreading: Superslob (Mrs. W. to 18 children on second reading she leaves out phrases and children fill in the words orally. (14 min.)

April 27: Literacy events occurred 72% of session
Total class time: 180 minutes

- Printing and looking at books (41 min.)
- Story and songs: Peter Rabbit (14 min.)
- Metalinguistic awareness: "do you hear _____ in 'mischief'?" (4 min.)
- Group reading of Bears In the Night (4 min.)
- Two dramatizations of Bears In the Night (13 min.)
- During outside play, Mrs. W. gets a small group to pretend to be billy goats gruff crossing plank (5 min.)
- During snack Stephanie's mother reads to Keith; Yvonne and Latashia read to researcher (14 min.)
- Getting ready for S.S.R. (some children already looking at books and reading to themselves) (4 min.)
- S.S.R. (6 min.)
- Syllabary/Storyreading: Lord and Helena being read to by Stephanie's mother; 8 children with aide reading a Syllabary book; 8 children with Mrs. W. listening to a story - later they unison read a Syllabary book. (25 min.)

(note: although transition periods were not counted in the "time on the line" for literacy events, there were literacy events occurring. Two girls were printing during transition from 9:48-9:52; during transition from 11:12 - 11:15, Mrs. W. looked at Takeya's book of animals and asked "How do you spell 'fox'?" Keith spelled it.)

April 30: Literacy events occurred 74% of session
Total class time: 132 minutes

- Printing and looking at books (48 min.)
- Marlon reading Bears In the Night to researcher (2 min.)
- 3 songs, some discussion and dramatization of parts of Peter Rabbit (5 min.)
- S.S.R. (5 min.)
- Mrs. W. assigns Marlon and Angela to be "teachers" of 't' and 'l' sound in following activity period; whole group watches as they drill on the two letters (11 min.)
- Mrs. W. works with a group on a phonics workbook lesson; the aide takes down a language experience story from 6 children; Stephanie's mother works with 4 children on Syllabary element cards. (25 min.)

Mrs. W.

June 10 - FINAL OBSERVATION: Literacy events occurred 80% of session
Total class time: 180 minutes

- Looking at books, printing (38 min.)
- 5 children continue to print; 16 children with Mrs. W. give invented spellings for animals in "Old McDonald" (10 min.)
- Mrs. W. reads "The Gypsies are Coming" and "What's In the Sack?" from Where the Sidewalk Ends; Jennifer prints with aide; 4 other children print at their own table (8 min.)
- 5 children continue to print while Mrs. W. gives instructions on choice time activities to 16 children (7 min.)
- Choice Time includes making Captain Hook hats and labelling them; printing "What's in a Sack?" books, labelling block structures of some children; making representation of "Three Bears" scenes from inter- (26 min.) locking plastic circles partial group
- Sight word recognition during snack time: Mrs. W. holds up a series of 11 words; whoever can identify them first gets to keep them for his or her word bank (8 min.)
- Reading time: Mrs. W. reads "I had a little luck" to 8 children; the aide reads Horton Hatches a Egg to two girls; Stephanie's mother reads to several children; a visitor has 5 children reading from Frog Fun preprimers. (43 min.)
  After storyreading, Mrs. W. involves 11 children in a 23 minute Phonics Workbook lesson
- As children are lined up at door, Mrs. W. asks for words that rhyme with 'hook'; then asks if children hear 'tancake' in 'pancake.' (4 min.)

(note: although transition periods were not counted in "time on the line" for literacy events, Stephanie's mother lap-reads to Marlon during clean-up after snack from 10:51-10:55; during the transition time when children get ready to leave, Angela H. reads a Phonics Workbook chant to Putnam.)

Mrs. B.

March 19 - MID-TERM DATA — Literacy events occurred 79% of session
Total class time: 142 minutes

- Reading/printing/listening center (35 min.)
- S.S.R. (17 min.)
  sharing time (2 min.)
- Storyreading: Roger's Upside Down Day (4 min.)
- Syllabary flash cards
  Peter Rabbit on record (17 min.)
  rehearse Peter Rabbit songs
- Dramatization: Peter Rabbit (10 min.)
- Choice time includes matching cards for (21 min.)
  Old Hat, New Hat; the making of rabbit ears
  with Mrs. B., and a lapreader is in
- Dramatization: Jack and the Beanstalk as they (1 min.)
  return to the classroom
- Metalinguistic awareness (name reversals
  called out, and when children recognized their (5 min.)
  names, they could get snack)

May 7: — Literacy events occurred 64% of session
Total class time: 155 minutes

- Looking at books/printing (37 min.)
- S.S.R. preparations (5 min.)
- S.S.R. (19 min.)
- Booksharing following S.S.R. (3 min.)
- Storyreading: Hurry Up, Slowpoke (14 min.)
- Metalinguistic awareness exercise: "Do you hear ____
  in 'slowpoke'?" (5 min.)
- Story read between songs and dramatizations for
  Peter Rabbit (16 min.)

(note: Choice Time did not include literacy events, and so was not counted for "time on the line" with literacy events. However, Kimberly did print an 'X' on her easel painting; she did ask Putnam to label it "Thank you", and she and Yolandra printed "Mommy" on Putnam's paper)

June 8 - FINAL OBSERVATION — Literacy events occurred 86% of session
Total class time: 150 minutes

- Printing, looking at books (48 min.)
- S.S.R. (25 min.)
- Booksharing following S.S.R. (1 min.)
- Syllabary words: Flash cards identified; then
  Mrs. B. explains about 'blending' two words (7 min.)
- Storyreadings: See No Evil, Hear No Evil, Smell No
  Evil; Animals in Danger (followed by dramatization); (22 min.)
  What Color Is Love (read by Shea)
- Choice Time includes dictating what color love is to
  Mrs. B. (also Kimberly and Yolandra pretend read to (26 min.)

APPENDIX B

FINAL OBSERVATION

Mrs. B.'s class

Monday, June 8, 1981
27 children present
aide present all morning
visitor present until choice time

Researchers: Putnam and Watkins
Typed Notes: Putnam
Focus of Observation: whole class, Kimberly and Bruce

Time On the Line Summary

			L.E.
Children arrive, put things away	8:50 - 8:52	2 min.	
PRINTING, LOOKING AT BOOKS	8:52 - 9:40	48 min.	*
Clean-Up	9:40 - 9:45	5 min.	
S.S.R.	9:45 -10:10	25 min.	*
Booksharing	10:10-10:11	1 min.	
Transition	10:11-10:14	3 min.	
SYLLABARY CARDS	10:14-10:21	7 min.	*
Transition	10:21-10:23	2 min.	
STORYREADINGS: See No Evil, Hear No Evil, Smell No Evil; Animals In Danger (accompanied by dramatization); What Color Is Love? (read by Shea)	10:23-10:45	22 min.	*
Directions Prior to Going to Playroom; Going Down Hall	10:45-10:49	4 min.	
CHOICE TIME	10:49-11:15	26 min.	*(partial group)
Getting snack, notice to go home	11:15-11:20	5 min.	

SUMMARY:

		% age of Total Time
Total Class Time	150 minutes	
Total Time Spent on Activities	129 minutes	86%
Total Time Spent on Non-Activities	21 minutes	14%
Time During Which Literacy Events Occur	129 minutes	(86%)

Mrs. B.'s class 6/8/81

8:50 - children enter

PRINTING, LOOKING AT BOOKS

8:52 - 9:40

By 8:52, three boys are at the chalkboard by rug area. Jamar prints:

CAT
DOG
GOD
JUNE
JAMAR

Jamar and Ed are standing on a chair, Jamar trying to push Ed off. Jamar calls "Miss B____" three times before erasing the board.

Marletta is looking at A Charlie Brown's Thanksgiving. Shea is walking around reading The Bed Just So.

Mrs. B. reads over a "Boat Trip" notice with four children. (It explains a boat trip that the children will go on in a week or so, and asks parents for money for the trip.) She reads the notice to them, pointing to each word in the print as she does so.

Kimberly picks up Raggedy Andy's book, flips through it quickly and puts it down. She and Yolandra try on each other's shoes.
Yolandra: "I'm six now."
Kimberly: "I know you're six, and that's why you're so big."
Kimberly tells a friend: "We get out of school at 11:30." The friend says no, and Kimberly asks Mrs. B., who tells her they get out at 11:15, explaining where the hands are on the clock at that time.

Mrs. B. starts tearing sheets of computer paper. Kimberly and Yolandra take a piece.

Kadedra stands holding Raggedy Andy as Shea reads Up and Down Book to her.

Alma and Marletta look at the Winnie The Pooh Crossword Puzzles Grades 1-2 Book.

Ed and Ahmed put together alphabet linking letters.

Bruce arrives at 8:58 and joins Jaya, who is tearing computer paper. He takes a sheet and gets a marker.

Jamar is copying words from a Syllabary book.
Four children are on the rug with books.
8:58 - Kimberly puts computer paper on a table and picks out a book. "Stinky book," she says. Then, to Yolandra: "I got the highest chair."
Yolandra and Kimberly talk as they print. Indeed, Yolandra gets very little printing done for the talking. She tells a story about someone at home.
Kimberly: "When did she do it?"
Yolandra: "The day before - because my sister took me out to get some things..."
Kimberly: "You forgot to bring your other toys that you promised me..."

9:05 Group Patterns:

- At one table 7 children are printing (two copying words from a Syllabary book, and two others copying from the Boat Trip notices), and Shea is reading Raggedy Andy's book.
- 3 children are printing at another table
- at a third table 4 boys are grouped around the box with letters; Glendia, Yolandra and Kim are printing; Karen is sitting and staring, but soon gets a book.
- one child is out of the room pretend reading to researcher Watkins
- others are getting paper, talking, in transit, etc.

9:07 - Mrs. B. flicks the lights off. "Thank you. Some people forgot..." (meaning that they forgot to be quiet). They had quieted down when lights went off, but really hadn't seemed noisy to Putnam beforehand. Mrs. B. asked for milk money and boat trip money. Who had put a dollar bill in her hand and walked away? Then everyone went back to work.

9:10 - Kimberly leaves her table to sit by Mrs. M. (by the piano) and read a Syllabary book to her. She reads "O! O! Corn-o in a sand-wich" etc. easily. Mrs. M. points to the printed words as Kimberly says each one.
Mrs. M.: "Do you know what this word is: n-o?"
Kimberly: "No."
Mrs. M.: "You're so smart."
9:14 - Kimberly runs back to the table where she was previously. Six children are printing there, and one boy is putting together interlocking alphabet letters.
As Kimberly prints she reads what she has printed: "Mona and Stacey and Kim - and" - Yolandra now begins to copy the following words from a strip Mrs. B. has left on the table and which Kim berly has previously copied: "Here is an umbrella."
Kimberly says each letter as she prints "...and daddy."

Mrs. B.'s class 6/8/81

Putnam asks Kimberly: "Are you copying from anything, or are you writing from your memory?"
Kimberly: "From my memory" (though she doesn't quite pronounce 'memory' correctly) She then tells Putnam: "Every book I got at home I know how to read. I got a book with a lot of stories, and I read it yesterday all by myself."
9:20 - Mrs. B. comes over to their table and reads some of the words the children are printing.
Kimberly: "What do this say?" she asks Mrs. B. holding up a strip with just words on it.
Mrs. B. tells her she bets Kimberly can read it.
Kimberly starts: "Jane saw a -" (and gets stuck on 'zebra.')
Mrs. B.: "What we saw at the zoo."
Yolandra: "Zebra."
Mrs. B. says 'yes,' and suggests to Kimberly: "Instead of Jane you could write -" (pausing for an answer)
Kimberly: "Kim."
Mrs. B.: "You could write 'Kim saw a zebra.' You could write anything you want."
At 9:21, Kimberly announces, "I'm finished." She then volunteers to Putnam: "I can spell detention." Putnam asks her how she spells it, and Kim spells "D-E-N - That's how you spell detention."
Yolandra shows Putnam her paper with print on it. Both she and Kimberly print Putnam's name (which Putnam spells for them at their request).

9:25 - Mrs. M. listens to Karen read a Syllabary book.

Three children are sitting on the rug near the chalkboard looking at books. Karen is pretend reading Wheedle On the Needle. Kamika is looking at A CHarlie Brown Thanksgiving; and Vincent is looking at Little Fox Goes To The End Of The World.

9:38 - Kimberly has gotten more computer paper, and is drawing (Yolandra follows her lead). Mrs. B. comes over to Kimberly and tells her that that paper is for printing only and Kimberly knows it. Apparently this mild chastisement bothered Kimberly, because she mentioned it to Yolandra a minute later, implying it was Yolandra's fault.

Mrs. B. announces clean-up time. Some of the children get books in preparation for S.S.R. and begin to look at those; some children show the researchers their print papers before putting them in the collection bin; some children clean up.

Mrs. B.'s class 6/8/81

S.S.R.

9:45 - 10:10

(some vignettes of whole group):

When S.S.R. begins, the visitor (3rd grade teacher from main school) is listening to Glendia read to her; there is more noise than usual. Mrs. B. plays a piano chord again: "I still hear you. Silent means that there's no talking."

The children quiet down immediately. The quiet is broken only by murmurs from pretend readers. Also there is some sound associated with children getting up to exchange books at the bookshelf.

Mrs. B. reads a newspaper, and is sitting on the piano bench. Mrs. M. and the visitor are reading as well (Putnam had handed the visitor a book.)

Approximately 10 children move their lips as they read. One girl could be heard to say "Oh, grandmother."

Jamar looks quickly at My Cash Register Book and puts it away. He gets the Spooky Old Tree and pretend reads to himself, his lips moving: "One with the light and two with the....."

At 9:55 5 children are exchanging books. Andrew is looking off into space; he looks sleepy and has book Oops on floor in front of him.

Occasionally a child will disturb another. Karen is disturbed by Tanya E. who talks with her.

At 9:58 Mrs. B. leaves the piano bench, moves quietly to a child by the bookshelf and taps head of child. "It's too noisy," she says very quietly and returns to her place, and starts reading the newspaper again.

Glendia reads aloud, while Marlena looks at the book Glendia is holding and listens to Glendia's reading.
Shea's lips are moving.
Daminga taps Darryl on the shoulder and points to picture in her book. She makes a face, saying "Ooooh" and he looks. She soon taps him on the arm again to show him another picture.

Karen and Kamika are looking at the same book for awhile.

Tanya is sitting by the bookshelf, doing nothing. Only two children are uninvolved with books out of the whole group at this time (around 10:07).

Shawn is reading Bears In the Night; then she grabs the book Andrew is holding: Ooops.

10:10 - S.S.R. over

Mrs. B.'s class 6/8/81

Kimberly during S.S.R.

Initially Kimberly looking at Jack and the Beanstalk. She moves her lips as she pretend reads, and occasionally runs her finger under the print. Her gaze rests on print as well as pictures (including some pages where there is just print and no pictures).

9:51 - Kimberly exchanges this book for The Hungry Leprechaun and returns to her place on the rug. She flips through it, looking intently at the pictures, finishing at 9:54.
She goes to the bookshelf once again, and exchanges her book for a Sweet Pickles book.

9:55 - She gets another book: Bears In the Night. Before looking at the book, however, she looks at another child's book - Where The Wild Things Are - and reads that briefly.
She sits up and then lies down on rug. Pointing to the print in Bears In The Night, she mutters to herself. Her attention wanders in between phrases, however.
After a couple of minutes she looks with more attention at Bears In the Night, reads the phrases with dispatch and finishes at 9:59.
Kimberly goes back to the bookshelf, this time getting Where The Wild Things Are. She lies on the rug and proceeds to move her lips, pretend reading to herself, in a soft voice. Her gaze rests on pages with just print, as well as on the pictures. She stops to look around the room, then continues reading. (Now her voice is louder, and one can hear it above the other's gentle burble.)
(Yolandra is sitting next to Kimberly, and also has Where the Wild Things Are. Her finger runs along under the lines of print as her lips move.)

Bruce during S.S.R.

Bruce is crawling on the rug on all fours, pushing Bears In the Night in front of him like a child pushing a toy train or car. He moves slowly and shows no inclination to look at the book. When he sits he stares at the cover and picks at the rug. He looks at Glendia and Marlena, definitely not focussed on his book.
Bruce is still not looking at his book, but rather pushing it around the rug like a toy. At this time he is the only child in the class who is not looking at a book.

Bruce still pushing book on rug in an aimless fashion.

Bruce crawls back to bookshelf.

He crawls on rug with his book - The Three Little Pigs - and then flips cover of book back and forth. He flips through the pages with a blank stare before closing it.
10:00 - Bruce takes off coat and opens book, then closes it almost immediately. He moves over and says something to Mrs. B.; then goes and hangs up his coat. He returns and sits on knees, pushing his book along in front of him.

Mrs. B.'s class 6/8/81

10:02 - Kimberly goes to the bookshelf again and gets Behind the Scenes At the Zoo. Yolandra also gets another book and they lie on the floor together.
10:05 - She returns from the bookcase again, this time with Bears In The Night. Yolandra has also exchanged her book, and Kimberly says: "Here's some space," directing her friend to sit by her.
10:09 - Kimberly exchanges her book for Where The Wild Things Are. Just before that, Yolandra had moved over to the chalkboard area.
Kimberly flips through the pages and looks at other children; does not look at her book.

Bruce puts his book back on the bookshelf and stands. He does not take another book, but walks among the other children. He sits in front of the chalkboard, and then picks up a Pocket For Corduroy.
He runs his fingers along the page and takes some time looking at the pictures.

Summary:

As a group, most of the children are involved in looking at books and pretend reading during S.S.R., even though they take respites to look around the room or exchange books. For most of the period - a full 25 minutes - there is very little noise; mostly it is a gentle burble, and some rustling as children move to and from the bookshelf.

Kimberly gets a total of 8 books during S.S.R. (exchanging books 7 times) and looks at another child's book briefly. She pretend reads Jack and The Beanstalk, Bears In the Night, Where The Wild Things Are. Other books she flips through quickly, looking only at pictures. Her attention is not constant, but rather blips in and out. A social element exists in her attempt to marshal Yolandra to sit beside her. A rough estimate would be that approximately one-half of the 25 minute S.S.R. period was spent actually concentrating on books in some fashion: either pretend reading or looking at pictures.

Bruce was the child least involved during S.S.R. Indeed, he looked at a book only briefly, towards the end of the period. The rest of the time he appeared engaged in an aimless activity of pushing his book around or staring. He was quiet, however, so that his aimlessness could pass unnoticed by Mrs. B.

The researcher's estimate (Putnam's) is that most of the children followed Kimberly's kind of pattern - focussing on books intermittently, exchanging books and perhaps engaging in some kind of social interaction centered on books at other times.

Mrs. B.'s class 6/8/81

BOOKSHARING

10:10-10:11

Mrs. B. plays a piano chord to mark the end of S.S.R. "You may share your book with another person," she says.
Tanya goes immediately to Mrs. B. and asks her: "Mrs. B_____, can you read this book to me?" She is holding out a book, a Sesame Street book: See No Evil, Hear No Evil, Smell No Evil. Together they "smell a rose" in the book. Mrs. B. asks: "How did they make a book smell like a rose?"
The children talk as they discuss books with each other.
The period lasts only 45 seconds to a minute before Mrs. B. plays a piano chord and asks the children to put their books back.

Transition:
First girls are asked to return their books to the bookshelf; then boys.

SYLLABARY WORDS

10:14 - 10:21

Mrs. B. shows the children flash cards she has made with words from the Syllabary stories printed on them, and the children say what the words are. The words include: "in"/ "the"/ "for"/ "witch"/ "bee"/ "corn"/ "yell"
"Hah," says Mrs. B., thinking the word was not 'yell,' but when she looked at the card again she realized the children were correct. "Okay, you're right - I caught me. You say 'hah' then....Good for you. Okay" and she begins to show more word cards. As before the children respond as a group and quickly, as soon as the word is shown them.
"pen"/ "box"/ "rock"/ "bee"/ "man"/"not"/ "sand"/ "can"/ "hit"/ "four"/ "pen"/ "wich"

Mrs. B.: "There's something you know, all of you, really, really, really well."
Shea asks: "Do you'all have any popsicles yet?"
(taped) "Yes," says Mrs. B. and continues with lesson. "Tell me what this says," she directs, holding two of the word cards together.
Several children: "O bee" (they are correct)
Mrs. B.: "If I take the 'O' away it says - " (she takes 'O' card away)
children: "Bee."
Mrs. B.: "And this part says -" (she holds up 'O' card alone)
children: "O".
Mrs. B.: "It says -" (now holding both together)
children: "O-bee."

Mrs. B.'s class 6/8/81

Mrs. B.: "Look at the blackboard. I want to show you a trick."
A child comments that the board is green.
Mrs. B.: "I stand corrected. You are right. It is green. How bout if I say 'chalkboard'? Would that be alright?"
children: "Yeah."
Mrs. B.: "That's because blackboards used to be black. So it's just a habit, and you are correct...Okay, let's look up here. Here's the word 'bee.' " She prints the word on the board, spelling 'B-E-E' as she goes. Some children make a comment and Mrs. B. says,"This is a listening time. Listening time. And this was the -" (she prints 'O')
child: "O"
Mrs. B. asks the children to clap 'O-bee" and they do. "How many syllables?" she asks.
children: "Two."
Mrs. B.: "Two. In our Syllabary, when it is a two-syllable word, or more, the person who drew it for you drew a great big box to show that it was a big word." (she draws a box on board) "And then he - cut it - remember when we cut up the word in syllables? He couldn't cut it, cause it's a book, but he wanted to show you that it's a syllable and that this was a word, this word - but we say it together. We don't say 'O (pause) bee'. The 'O' bumps into the 'bee' doesn't it? We call that 'blending.' Can you say that?"
children: "Blending."
Mrs. B.: "Okay, this says 'O/bee'.
children: "O/bee"
Mrs. B.: "And everybody who read the 'O/bee' book read 'O/bee'. You didn't say 'O' and then wait a minute and say 'bee;' you bumped the 'O' into 'O/bee'. Now we have a new word, and it has two syllables."
child: "Four-four".
Mrs. B.: "Four-four was one of them."
child: "wich-wich" another child asks "wich-wich?" several others say "sand-wich" then.
Mrs. B.: "I will write it. You are right -'sandwich'is in there. But we can use sandwich too - but here was the one (and she prints on the board.)

Penn	a

child: "Pen" (as she prints first syllable)
another child: "Pinafore"
some children: "o" (as Mrs. B. prints the 'a')
Mrs. B.: "ah - right? This says 'penn'; this says 'a'. (she points to print) Let's see if we can put those two syllables together without stopping."
children: "Penn-a" (some say "Penn-o"
Mrs. B.: "Say it again."
children: "Penn-a" (a few put "o" on the end)
Mrs. B.: "Right. Blend it. Bump your 'penn' into 'ah'. Don't stop and wait a little while so that your voice stops. Make 'ah' part of 'penn' so there's two syllables."

children: "Penn/a" (emphasizing 'a') (they say it fast)
Mrs. B.: "Penn/a - good. Say it again."
children: "Penna" (they say it fast)
Mrs. B.: "This says -" (pointing to 'a')
children: "ah"
Mrs. B.: "And this says - " (pointing to 'penn')
children: "penn"
Mrs. B.: "And together it says -"
children: "Penna" (they say it fast)
Mrs. B.: "In your book it will be written like that because that is her name. Her name is -"
children: "Penna"
Mrs. B.: "Pen -" (she prints on board) - "What do I write here?"
children: "Ah".
Mrs. B.: "Even though there's a big space in between, it does belong real close together to make it a word, because it's in the big box. The other one that's in there is the same way."
child asks a question (inaudible)
Mrs. B.: "Well, because I want you - some people when they're reading are stopping a long time, and then if you stop - if your voice stops, it's easy to get mixed -"
children: "up."
Mrs. B.: "Um-hmmm. - Here is the -" (holds up 'wich' card)
children: "wich"
Mrs. B.: "The wich."
children: "Sand-wich."
Mrs. B.: "And -" (holds up 'sand' card next to 'wich')
some children: "Sand-wich." child: "Sand"
Mrs. B.: "We can do that with a few things."
child says "superman"
Mrs. B.: "And here are the -" (holding up 'sand' 'wich' cards side by side)
children: "Sandwich"
Mrs. B.: "Sandwich. Sand - wich. There're two syllables. Clap them."
children clap twice as they say: "Sand - wich."
Mrs. B.: "Okay, let's say them. Sand - wich" (the last with children)
some children: "three" most children: "two"
Mrs. B.: "Two syllables. Do you know in our book there is a big space between this one word - okay?" (she holds up 'sand'-'wich' cards)
child: "Sandwich."
Mrs. B.: "Sandwich. Let's try this one. Can you say that?" (she holds up 'sand')
children: "Sand." When Mrs. B. holds up 'box' card, they say "box."
One child says "sandbox" then.
Mrs. B.: "Sandbox. It's kinda hard. Say it again."
children: "Sandbox."
Mrs. B.: "Okay. Let's try this one. This is a silly one. Are you ready for a silly word?"
children: "Yeah."
Mrs. B.: "Are you sure?
children: "Yes."

Mrs. B. holds up 'sand''sand' cards side by side.
Kimberly: "Sand-sand" (she says in loud, sure voice)
some children go "ooh"
Mrs. B.: "We could make up words, couldn't we?"

With that the lesson is over, and the children start talking.

note: Bruce was singularly inattentive and uninvolved during this lesson. At 10:16, shortly after it began, he was sitting with his back against the chalkboard, which meant he couldn't see what Mrs. B. was doing- the cards she was holding up or the words she was printing on the board. He played with his shoestrings, tucked his hand in his belt and scratched his stomach. He sneezed and rubbed his legs hard. Towards the end of the lesson, Watkins noted that he had a forlorn expression on his face.

also note: Mrs. B. has innovated the stressing of the printed words alone during Syllabary lessons. Recognition of the printed word was not intended by the authors to be a conscious focus. But it words well as Mrs. B. carries it out, with the separate flash cards for each word.

Transition: 10:21 - 10:23

The Title I aide comes into the room at 10:22 and takes Tanya E. to lap-read. Tanya takes <u>The Three Little Pigs</u> and <u>Bears In the Night</u> with her.

STORYREADINGS:

<u>See No Evil, Hear No Evil, Smell No Evil</u>
<u>Animals In Danger</u>
<u>What Color Is Love?</u> (read by Shea)

10:23 - 10:45

Mrs. B.: "This is a Sesame Street book called <u>See No Evil, Hear No Evil, and Smell</u> (emphasis) <u>No Evil</u>. And here it says 'Sesame Street - there are 8 fragrant labels inside that you can scratch and sniff....This book really smells."
On the first page, Mrs. B. points to numbers and says; some children join in: "seven, five, nine," etc.

At the beginning of the story, four children are looking at books. Bruce is sitting with his back to the chalkboard. He does not participate.

Mrs. B.'s class 6/8/81

As Mrs. B. reads the line: "See No Evil, Hear No Evil, Smell No Evil" she points to each word and pauses on the second and third "No." The children say 'no.'
Tamara asks if they can scratch and sniff the pictures.
Mrs. B.: "No, we're not going to do that while we read it, okay, Tamara? Cause there would be no way for everybody to have a turn During S.S.R. time and morning time you can do that for yourself. Okay? Would that be fair?" She continues reading story. After a sentence in which the word 'clubhouse' is used, Mrs. B. says: "And here we have it again." (pointing to word). "Say 'clubhouse.'"
children: "Clubhouse."
Mrs. B.: "Clap it slowly."
children: "Club - house." (they say it slowly and clap) (Bruce does not) some children then say: "Two."
Mrs. B.: "Two. Can you hear the - say 'club.'"
children: "Club."
Mrs. B.: "Say 'club.;"
children: "Club."
Mrs. B.: "Say 'clubhouse.'"
children: "Clubhouse."
Mrs. B.: "Can you hear the word 'club' in 'clubhouse'?"
children: "Yes." (Bruce does not answer)
Mrs. B.: "Okay. Say 'house.'"
children: "House."
Mrs. B.: "Say 'house.'"
children: "House."
Mrs. B.: "Do you hear the word 'house' in 'clubhouse'?"
children: "Yes."
Mrs. B.: "That would be another way we could have one word with the two syllables inside, couldn't we? " She continues reading story.
Susie says "Smell it" several times as Mrs. B. reads about the rose. "Smell it, Ms. B_____," she says, when Mrs. B. points to the rose in the picture.
Mrs. B.: "I'm not going to let you do it. I'm just going to read the words to you."
child: "Don't you know the- knowthe rose smell good?"
Mrs. B.: "Um-hmmm" and she continues reading.....

(At 10:27, the 4 boys who had books put their books away and look at the book Mrs. B. is reading. They appear quite attentive.)

The word 'embarrassed' appears in the text. Mrs. B.: "Clap the word 'embarrass'."
children: "Em-bar-rass." (they clap)
Mrs. B.: "How many syllables?"
several children answer: "Three." (Bruce does not participate)
Mrs. B.: "Three..." and she continues reading the story.

When the sound 'ummm' appears in the text, Mrs. B. comments: "Look, you'll see - This says 'uhhh - mmmmmm'. But he has lots of 'm's, so he keeps holding onto that 'm' sound, and 'ummmmm' - say it with me."
children say "Ummmm" with Mrs. B.
Mrs. B. prints "ummm" on the board. "That's how he - he has, right here - three 'm's." (She points to 'ummm' printed on the board.) She continues with the story.....

(Bruce is the only child who is not looking intently at the book. He is still sitting with his back against the wall under the chalkboard, so that he cannot see the pictures Mrs. B. is holding for the children to look at as she reads.)

Putting on the voice of the cookie monster (deep-throated), she says, "'Wait, me know something that taste better than sardines, something that smell better, too."
child: "Cookies"
Mrs. B.: "'Coooooooookie' - and here again, look - when you see the word, you're going to see lots of 'o's." (She points to the word in text).
some of the children start saying "cooookies" the way Mrs. B. did, in a voice that swoops up and down on the 'ooooo's.
Mrs. B.: "Do you wanna say it once? I'll let you say it once. But wait til I write it. You can help me say the sounds - coooo, cooo - how many - let's see how many 'o's? One-two-three-four-five" (and she prints cooooo. "What letter?"
children: "Cooooo"
Mrs. B.: "What?"
children: "k"
child: "My mother make 'cook.'"
Mrs. B.: "Do you know how to spell 'cook'? And then it says 'i' - 'e' - cookies"(emphasizing last 'z' sound).
: "Z" most other children: "s"
Mrs. B. prints 's'. "Cookies - it coulda been a 'z' - you're right. Sounds like 'z', though, doesn't it, Darryl? It did sound like 'z'. Say 'cookies.'
children: "Cookies." (putting on cookie monster voice)
Mrs. B.: "S sometimes has another sound. It has the sound of -"
children saying 'cookies' and other things. One child says 'ssss' softly.
Mrs. B.: "Right. What happens in 'gingersnaps'? Let's say it with me now, once. Ready?"
children: "Cooookies" (slowly)
Mrs. B. continues reading.....
After the word 'odor' appears in the text, Mrs. B. asks, "Do you know what the word 'odor' means? What does the word 'odor' mean?"
girl: "Smell."
Mrs. B.: "Smell, yes, smell - how something smells" and she continues reading.....

At the point where Granny Nesselrode looks in her bag for the answer to getting rid of the sardine smell, Mrs. B. asks: "What do you think she finds? What do you think she finds?"
child: "Count Dracula"
Mrs. B.: "Count Dracula?"
Jamar: "The Count - the Count"
Mrs. B.: "In her bag?"
child: "Oh"
Mrs. B.: "What's she going to - how's she gonna get rid of all these smells, do you think?"
child: "A flower."
Mrs. B.: "Flowers, maybe?"
Children talk at once. Kimberly comments: "She makin a mess." another child says "A stinky mess," and Kimberly laughs, clapping her hands once and repeating "a stinky mess"
(Bruce is the only child who appears not to be attending at this time).
child: "A vacuum cleaner."
Mrs. B.: "A vacuum cleaner."
another child: "A spray."
Mrs. B.: "A spray."
same child: "A stinky spray." Children laugh at this.
Mrs. B.: "Okay, let's see what she got."
child repeats: "A stinky spray." some are still laughing.
Mrs. B.: "Well, let's see. Maybe she does. Let's see what she has in it." and she continues reading the text.....
"Did she have a spray?"
children: "Yes."
Mrs. B.: "'I always wondered why she was called 'Granny Fanny.'' Clap the word 'fanny.'"
children: clap and say it at different times
Mrs. B.: "How many syllables?"
most children: "Two." Some: "Four."
Mrs. B.: "Close your eyes a minute."
child: "Four."
Mrs. B.: "Close your eyes for a minute. Say 'tan'"
children: "Tan."
Mrs. B.: Say 'tan.'"
children: "Tan."
Mrs. B.: " Say 'tan.'"
children: "tan."
Mrs. B.: "Say 'Fanny.'"
children: "Fanny."
Mrs. B.: "Do you hear 'tan' in 'Fanny'?"
children: "No."
Mrs. B.: "Good for you. You're good listeners." She continues reading the text. When the story is finished, a child says: "I wanna smell it."
Mrs. B.: "You may scratch and sniff it when it's over in the -" motioning to bookcase.

At 10:35, Mrs. B. starts a second book.

Mrs. B.: "This is another page from Animals In Danger - trying to save our wildlife. 'A sea otter is resting on a bed of seaweed called giant kelp...." comment: "We saw him down at the -"
children: "Zoo."
Mrs. B.: "At the zoo - yeah. Did he have kelp there?"
some children: "No"
Mrs. B.: "No - but in the, in the, in the sea he has seaweed called kelp, and he has it wrapped all around his body (she makes motion around body) and it helps the otter stay in one place." She continues reading from the text.

(Bruce had been sitting against the wall, in a position where he could not see the picture of the sea otter. One child, looking at the picture, had said, "That's a skunk." Bruce, on hearing that, moved around to see the picture; but he moved back to the wall almost immediately and yawned, then bit his thumb. As Mrs. B. was reading the story, Putnam went over to Bruce and asked him to sit with the rest of the group so he could see the pictures. He moved, but remained unfocussed, playing with a piece of string and rubbing his knee.)

Dramatization

After reading about the habits of the sea otter, Mrs. B. says: "Could you be a sea otter and pretend to get the - uh - either the shellfish - how many like shrimp and things like that? - and then swim up to the surface. But first we have to dive down, and then we have to go to the surface to eat...and then back down again." (Children stand up. Bruce moves over by the filing cabinet and digs his finger in his ear. The others are participating.) "First you're in the seaweed. Wrap the seaweed around Is the seaweed around ya?" (Mrs. B. makes the motions, modelling for e children, and they follow suit).
children: "Yeah."
Mrs. B.: "Okay, mine is tight - and you have to pretend you're floating, cause the seaweed helps the otter stay on the top it says. So here I am floating where the water is nice and -"
children: "Cold."
Mrs. B.: "Oh, yeah - don't you wish you could stay here all day?"
some children: "Yeah," and they giggle.
Mrs. B.: "Yeah, but I'm gettin hungry, so I'm going down for some cucumber. What are you going to get?"
children give various answers.
Mrs. B.: "Okay, let's go - dive down deep." And she dives down, as do children
child: "I can't swim. I'm drownin."
Mrs. B.: "Oh, but you're a sea otter. You can swim....Okay, there's my cucumber. Can you eat it under here?"
children: "No."
Mrs. B.: "No - come up to the surface, swim up. Swim up, up. Ummmmm, mine's delicious. How's your lunch?"
one child says something about peanut butter.

(Bruce dives down, comes up to surface and then moves to filing cabinet, where he pretends to eat. Goes down for one more meal, then stands by filing cabinet and digs in his ear.)

Mrs. B.: "I'm going to have scallops.."
children are talking and making eating motions.
Mrs. B.: "I'm going down for one more meal. Ready?" And she pretends to dive.
The children talk as they pretend to dive. Jaya asks Mrs. B. if the otters drink water.
Mrs. B.: "Jaya, I will have to look that up in the Encyclopedia. Okay, we'll have to find out for tomorrow. Let me write that down, because I will forget."
child: "Eat your lunch, eat your lunch."
Mrs. B.: "Jaya said to me she is thirsty as an otter, but I don't know whether it drinks sea water or what it does for drinking. It wasn't in that book, was it? We'll have to find out by looking in a big book about it: an Encyclopedia that tells you about animals. Okay. Ready? Wrap the seaweed, the kelp, around you again and let's float a little bit. We can have one more story and then the playroom. Are you ready? Float. Can you wiggle your toes?"
some children: "No". Children talk as they playact.
Mrs. B.: "Okay, let's turn back into ourselves. A-bra "
children join in on "ca-da-bra."
Mrs. B.: "That was fun."
child: "I like that book."
Mrs. B.: "You may look at that book - oh, I have to renew it at the library."

10:40 - Mrs. B. has another book in her hand.

"The name of this book - and two different people asked to read today - is What Color Is Love? Shea, do you want to read this?" Shea shakes her head yes. Mrs. B. continues: "Okay, this is called What Color Is Love? by Joe (?) and Shea was reading it to me and she can read it to you. She'll read the words to you first, and then she'll show you the pictures. Will that be alright?"
child: "Yes."
Mrs. B.: "If it's not, it's tricky to hold the book up and show you the pictures at the same time."

Shea reads quickly but quietly (Mrs. B. thinks she was feeling shy, because she usually doesn't read that quietly to the children.) Every word was correct, even though she had not seen the book before today. (See Appendix II for the text that Shea read, as well as for another text that she read fluently, without having seen it before. Shea is the most fluent reader in any of the study classrooms - Putnam estimates her reading at a 5th grade level.)

Initially, Bruce sits by the filing cabinet, then he joins the group, looking at the pictures in the book occasionally as Shea shows them. Andrew and Jamar sit at tables. Andrew looks as if he might fall asleep. Jamar makes noise with his mouth and plays with Andrew's fingers. Most of the other children are listening to Shea, however.

At a later point in the story, when a picture of a house is shown, Jamar says: "It's my house. Hey ya'll - don't give me no lip. It's my house." Another child says: "It's a beautiful house."

At one point Mrs. B. asks the class: "Did you hear that one?"
some children: "No."
Mrs. B.: "Read that one again really loud, Shea, 'cause that's a beautiful thing. Listen."
Shea reads fluently: " Colors are outside things and feelings are inside things."
Mrs. B.: "What you feel is inside you, isn't it?
Shea finishes reading at 10:45. Children clap.

Transition: 10:45 - 10:49 Directions for Choice Time:

Mrs. B.: "When we are in the playroom, will you think - and then we could make a book - about what color you think is love, and I will write it on the same sheets (?) but this time you will tell me and I will write what you say and then you put your name and then I'll print it up for you and then everybody can have what everybody else said. Would you like to do that?"
some "yes"es; some "no"s.
Mrs. B.: "If you don't want to, you don't have to.
child, softly: "I don't want to."
Mrs. B.: "But I will have it in there, and we will print it right on up. So think about what color love is for you. And then you tell me as soon as we get in there, will you, Darryl?"

She announces "the sliding board is always closed, except when we do something very, very special."
"I will take the print paper down. Daminga, you had said something about finishing something in there, so if you want to you may. Uh - the zoo animals will be back down if you want to do the tracing. So now you may be a sea otter , or you may be one of the gorillas, or the elephant that steals people's purses - and get into line."

Children line up at the door, some making seal noises. Mrs. B. tells them, "You'll have to make silent seal noises," because she doesn't want them to disturb the class across the hall.
Children exit at 10:48 for the playroom.

CHOICE TIME
10:49 - 11:15

Kimberly and Yolandra say a "Miss Sue" rhyme as they clap hands when they get into the playroom. Soon they join most of the children outside. Kimberly rides a bike: 5 are riding bikes; 3 are using wagons; 2 children are on the see-saw.

As for the children who remain indoors, 4 are in block corner, 3 are at the carpenter's table, Marlena is threading string through a number puzzle, and two children are with Mrs. B., dictating what color they think love is. (This dictation constitutes the only literacy event during Choice Time). (Some children pretend read to the researchers, but that is initiated by the researchers, and would not occur if they were not there.)

vignette of Mrs. B. and the language experience activity:

Shawn prints her name after dictating "blue", which Mrs. B. prints.

Mrs. B. prints 'car' for Darryl to label a structure they built in block corner. She goes over to the carpenter's table and asks who would like to tell her what color love is. Morris raises his hand and comes over to the print table with her. He dictates 'green.'

Mrs. B.: "Would you like to write it?"

Morris: "I don't know how."

Mrs. B.: "How about if I write it, then you write it?"

As Jamar, who is painting two strips of wood in a cross formation (an airplane to him), walks by, Mrs. B. says: "You know, they usually name those airplanes."

Kamika dictates "pink" as the color for love. Mrs. B. then goes over to blocks (where 6 children are playing now) to ask for someone to tell her what color love is. She gets no customers there, and so she goes out to the playground to drum up business. Glendia comes in with her, and dictates 'red.' Mrs. B. asks Glendia to help her spell it, emphasizing the rrr sound as she says 'red.' Glendia says 'r'. She also gets the 'd' at the end of the word, but does not know the vowel.

Putnam asks Kimberly to pretend read to her, and they go back to the main room. Yolandra joins them, and pretend reads after Kimberly (see Appendix)

Getting snack, getting ready to go home: 11:15 -11:20

The children arrive back in the main room at 11:15. They wait to get their milk to take home (as is Mrs. B.'s usual practice now, rather than taking class time to have snack).

Mrs. B. reads a"Cupcakes Needed"notice to the children, which she will be sending home with them for their parents.

Mrs. B. tells Mrs. M. (the aide) that there is not time to play the alphabet game as children get their milk. Rather, Mrs. M. should just call children's names.

Mrs. B. leaves the room to answer the telephone. Mrs. M. gives the children their milk cartons, and the children start leaving by 11:20, as the parents come to pick them up.

Mrs. B.'s class 6/8/81

APPENDIX I - Print in the Room

A total of 570 books was counted. (This number included 82 books in the playroom and 44 cards in the children's library check-out system, indicating that many books taken home by the children)

note: Mrs. B. commented that she has become an afficianado of book fairs and flea markets - where she picked up many books for $.20 or $.50.

Print in Room:

- Peter Rabbit Songs:
  - Once Upon A Time
  - Run Along
  - Hopping Down the Lane
  - Poor Peter Rabbit
  - Stop Thief
  - Run, Peter, Run
  - What A Naughty Boy
  - Black Berries, Sugar, and Cream

  (each on language experience paper, hung along chalkboard in back of room)
- Chant For All
- Little Miss Muffett nursery rhyme
- A.M. and P.M. classes have Peter Rabbits Garden chart, indicating growth pattern with seeds
- abc cross-stitch picture and alphabet cards
- "Children Learn What They Live"
- Calendar
- Rebus cards on table
- Happy Birthday chart with syllables left out
- children's names by coat hangars and on library system check-out pockets

On chalkboard: UMMMM
COOOOOOOOOkies } (written during storyreading this morning)

note: It is a relatively small room, and one has the impression that it is laden with print. Every wall has print on it. The Peter Rabbit songs are particularly noticeable.

APPENDIX III - "pretend readings"

Kimberly's pretend reading of Where The Wild Things Are:

"Where The Wild Things Are - Where The Wild Things Are - Where The Wild Things Are" (looking at cover and two inside pages announcing book title)
"The night Max wore his wolf suit and made mischief of one kind and another/ his mother made - his mother called him the most wild thing of all, the most wild things. The next day (?) 'I eat you up.' So he was sent to bed without eatin anything. The night - the night, in Max room a forest room and grew until his vines became the world all around. And a ocean tunneled by a private boat for Max, until he came where the wild things were. And when he got there, they roared their terrible teeth and showed their terrible floors and" (Putnam interrupts to ask if she said 'floors' and Kimberly loses her page) "Where is that dumb page at?" and finds a page to suit her. "And Max said - so Max said, 'Be still!' So Max came to the magic trick without movin not one time into their little eyes and then they became the king of all the wild things. 'Stop - now, stop,' said Max and sent them off to bed without eatin nothin. And the king of all wanted to be with someone loveded him. So he went. Just then he had start to go, so the - so the wild animals said, 'Please don't go, we love you so, we eat you up' and Max said 'No!' So they roared their terrible teeth and showed their terrible floors and rolled their terrible eyes. Max - then Max went home. And then back into his own bedroom and found his supper waitin for him and it was still hot."

note: When Putnam asked her what she meant by "Max tunneled by in a private boat" Kimberly said, "I don't know."
Putnam asks what she meant by "they showed their terrible floors".
Kimberly said "their feet - but they named it floors."
Putnam: "Ohhhh - so is that a word you made up for their feet?"
Kimberly: "Um-humm"

note: compare this reading to reading of Where The Wild Things Are, recorded on May 7, 1981 - one month earlier. In today's reading, the end of the story is more fleshed out

postscript: Yolandra wants to read Bears In the Night after Kimberly has finished reading. Kimberly listens to her friend reading, occasionally filling in a phrase, or making a comment. At one point she says: "I like it when you start all over and say all the lines" (referring to the page in the text where all the phrases are repeated in a string of print). At another point, she directs Yolandra: "Read that one fast, alright."
Yolandra reads all lines correctly, pointing to print accurately as she does so (i.e. the phrases she points to correspond to the phrases she is saying).

APPENDIX C - SUMMARY OF LITERACY EVENTS - "TRADITIONAL" APPROACH TEACHERS

Miss C. - parochial school

Baseline day on October 17: Literacy events occurred 9% of session
Total class time: 305 minutes

- Calendar/language experience (6 min.)
- Storyreading and discussion: What Color Is Fall? (22 min.)
  (children disruptive during first reading, and Miss C. stopped; continued later)

December 9, 1980: Literacy events occurred 52% of session
Total class time: 211 minutes

- Formal lesson with Alpha-Time; record is played and children are asked what words start with a certain sound (25 min.)
- Worksheet follow-up to Alpha-Time (10 min.)
- Storyreading of alphabet book and Papa Small (19 min.)
- During center time, the aide worked with 2 groups of 3 children with the Hoffman viewer for 40 min., and 2 children were looking at books in the reading center for 25 minutes. (65 min.)

January 21, 1981: Literacy events occurred 29% of session
Total class time: 225 minutes

- Calendar/language experience (19½ min.)
- Storyreading and discussion: What Is A Whispery Secret? (16 min.)
- Teacher reads nursery rhymes, asks children what rhyming words are (11 min.)
- Dance to "Miss A" record (Alpha-Time) (5 min.)
- Worksheet on people sneezing; it is supposed to relate to the "Miss A" lesson, but the children are asked only to discuss why the various people in the picture are sneezing (14 min.)

Miss C.

January 23, 1981: Literacy events occurred 32% of session
Total class time: 247 minutes

- Storyreading and discussion: Mike Mulligan and the Steam Shovel (25 min.)
- Center time activities included library center (22 min.)
- Story on Show & Tell machine: The Samaritan Helps a Traveler (7 min.)
- Storyreading and discussion: Someone Is Eating the Sun (24 min.)

February 17 - MID-TERM DATA Literacy events occurred 57% of session
Total class time: 296 minutes

- Identification of names as children hang up their coats (16 min.)
- Calendar/ language experience (5 min.)
- Introduction of alphabet game, in which children give letter names as well as information about whether letter is a "capital" or "lower case" letter (4 min.)
- Center time activities included the use of the library center and alphabet game; an aide was at the Hoffman viewer with story of Peanuts; worksheet with Miss C.: task to identify upper and lower case B, discuss colors blue and brown... (54 min.)
- Storyreading: I Was So Mad (16 min.)
  Discussion of story: Miss C. discusses rhyming words; children tell what makes them mad (8 min.)
- Echo reading and dramatization of poem The Chubby Snowman (12 min.)
- Listening to tape recording of two children who say the "Chubby Snowman" poem (2 min.)
- Listening to record of Pointy Patches from Alpha Time (10 min.)
- Children asked to give names of things that begin with 'p' (2 min.)
- Pointy Patches record (2 min.)
- During rest time part of the class listened to Robin Hood story (38 min.)

Miss C.

April 22: Literacy events occurred 40% of session
Total class time: 352 minutes

- child asks what words on bulletin board display (1 min.)
- During Center Time library center is open; and aide works with small groups on worksheet (37 min.)
- During clean-up time, the aide continues to work with 2 girls on worksheet (17 min.)
- Storyreading: Johnnycake for Ronnie (13 min.)
- Discussion of above story (3 min.)
- Preliminary to the math lesson, the children write their names on worksheets (2 min.)
- Mr. D. - Doughnuts (Alpha-Time) record is played (4 min.)
- Discussion of words that begin with 'd' (10 min.)
- Mr. D. record played again (5 min.)
- Storyrecords are played during rest time:
  The Funny Little Lady
  The Emperor's Nightingale
  Red Shoes (48 min.)

  (Only a few children listen; eventually all but 4 fall asleep.)

May 14 - FINAL OBSERVATION: Literacy events occurred 36% of session
Total class time: 330 minutes

- Ms. C. prints month and date during calendar time (1 min.)
- During Center Time the library center is open (47 min.)
- Alpha-Time Record and lesson: Mr. O for 'obstinate' and Mr. K. for 'kicking' (12 min.)
- Storyreading and discussion: Johnny Lion's Book (16 min.)
- Story tape played of The Bremen Town Musicians (6 min.)
  (children not paying much attention
- Filmstrip: Charlotte's Web (37 min.)

Mrs. C.

Baseline day on November 5th: Literacy events occurred 26% of session
Total class time: 135 minutes

- singing BINGO (2 min.)
- BRL lesson: the focus is on identifying colors (11 min.)
- Storyreading: Theodore Turtle: Mrs. C. asks a few questions calling for one-word responses (15 min.)
- During center time one child with magnetic letters (7 min.)

December 3: Literacy events occurred 37% of session
Total class time: 126 minutes

- BRL book: focus on letter names (11 min.)
- Children say letter names (1 min.)
- During choice time some children were helped to write their names (10 min.)
- Storyreading: Curious George (no discussion) (16 min.)
- Rhyming: children look at pictures and give words that rhyme (9 min.)

January 15: Literacy events occurred 56% of session
Total class time: 135 minutes

- Children locate namecards, and write names on worksheet (9 min.)
- Children name alphabet letters (2 min.)
- BRL big book: focus on letter identification; picture of lion with letters falling all around (16 min.)
- During choice time some children listen to a recorded story (29 min.)
- Work on beginning sounds; teacher holds up objects out of box, like a telephone; children are asked to give names of other things that start with 't' sound. (10 min.)
- Storyreading: Ira Sleeps Over (no discussion) (10 min.)

January 16: Literacy events occurred 38% of session
Total class time: 135 minutes

- Worksheet on letter 'o', where children mark pictures of items that begin with that letter (26 min.)
- Storyreading: The Blind Man and the Elephant (6 min.)
followed by a discussion (4 min.)
- During center time The Three Pigs at listening center, and 2 children look at books briefly (15 min.)

Mrs. C.

January 19: Literacy events occurred 37% of session
Total Class time: 135 minutes

- Children write their names on worksheets upon arrival (5 min.)
- BRL big book: focus on letter identification (4 min.)
- Identifying letters (13 min.)
- Storyreading: Jennie's Hat (little discussion) (8 min.)
- During choice time 3 children used alphabet letters (15 min.)

March 6 - MID-TERM DATA Literacy events occurred 42% of session
Total class time: 180 minutes

- Writing names on worksheets (17 min.)
- BRL book: use of capital letters, spelling rhyming words (11 min.)
- alphabet identification game: Mrs. C. holds up alphabet cards and children must give letter names. (11 min.)
  example: Mrs. C.: "What kind of z, Kareem?"
  Kareem: "Capital Z."
- Center time activity included some literacy events: Ebony and Theresa do alphabet game by identifying letter names; joined by Wesley for 24 minutes. The art easel is also in use. (24 min. involve literacy event)
- Storyreading: The Fire Cat (some discussion) (12 min.)

April 27: Literacy events occurred 36% of session
Total Class time: 132 minutes

- Upon arrival, three children look through namecards (3 min.)
- During a lesson on ordinal numbers, the numbers were spelled; also children wrote their names (6 min.) partial group
- BRL Book: discussion of words that rhyme with 'pan'; the use of capital letters; 'n' beginning words and words that begin with 'a' (18 min.)
- Alphabet game: two teams compete to see who can identify the most letters (10 min.)
- Storyreading and discussion: Hi Mister Robin (10 min.)

Mrs. C.

April 30: Literacy events occurred 23% of session
In-class time: 150 minutes

- Upon arrival, children locate their namecards placed randomly on desks, and print their names on worksheets (5 min.)
- Reading readiness worksheet: only 5 of the 20 minutes was spent on print-related activities (5 min.)
- Choice time included Wes reading words on back of matching puzzle cards; brief discussion of letters over Alphamat; some printing on art easel papers (5 min.) partial group/ partial time
- Storyreading: Curious George (10 min.)
- As children are called on to get their sweaters, they tell Ms. C. what part of Curious George was their favorite part of the story (9 min.)

June 9 - FINAL OBSERVATION Literacy events occurred 42% of session
Total class time: 183 minutes

- Children print their names on worksheets shortly after arrival (9 min.)
- Economy series worksheet: focus on alphabet letters; finding picutres of things that begin with the same sound (15 min.)
- BRL Big Book: focus on 'pan,' 'pin', 'ham,' 'him' 'pit', 'hit'; next page's story: "Pat hit Pam. Pam hit him." (13 min.)
- Center time included two girls looking at books and pretend reading (31 min.)
- Storyreading: poems from The Whispery Rabbit and Other Stories (8 min.)

Mrs. G.

Baseline day on November 17: Literacy events occurred 24% of session (37%, if visual discrimination exercises counted)
Total class time: 128 minutes

- Looking at Books (10 min.)
- Calendar/language experience (3 min.)
- Storyreading and discussion: The Little Fish That Got Away (8 min.)
- Lippincott workbook activity, where children match two sets of 4 pictures of children dressed differently (visual discrimination; non-print related) (13 min.)*
- matching turkies (visual discrimination) (4 min.)
- Listen to recorded story: The Old Woman and Her Pig (10 min.)

(note: even though Center time was not counted as time for literacy events, Mrs. G. did label one child's drawing at the art easel: "My sister Lisa")

*non-print related

December 8: Literacy events occurred 19% of session
Total class time: 135 minutes

(note: researcher arrived 13 min. late)

- Calendar/language experience (2 min.)
- Identified things beginning with letter 's' (2 min.)
- Storyreading: The Christmas Story (4 min.)
  (no discussion)
- During choice time, print was associated with a classification task where children matched pictures of trees, dogs, etc. Mrs. G. labels Nyree's painting, writes children's names on artwork; some children scribbling at chalkboard (17 min.)

December 15: Literacy events occurred 40% of session (50%, if visual discrimination exercises counted)
Total class time: 131 minutes

- Some children pretend read and look at books on arrival (7 min.)
- Worked on "b" and "s" beginning sounds; children asked to give words beginning with those sounds (4 min.)
- Writes "camel", "lion", "rabbit", "kangaroo" on chalkboard during discussion of animal pictures (1 min.)
- Storyreading and discussion: (story about man who didn't wash dishes) (8 min.)

December 15 (continued)

- During center time, Karima printed her name on chalkboard and some others print 's'; print labels accompany classifying task (23 min.)
- Lippincott worksheet where children match pictures of children dressed alike (visual discrimination) (13 min.)*
- Storyreading: Henny Penny (some echo reading) (9 min.)

(note: Mrs. G. notes child's corduroy dress, and says she may read the story Corduroy tomorrow)

*non-print related

January 30: Literacy events occurred 24% of session
Total class time: 100 minutes

- Booksharing/drawing (14 min.)
  (9 drawing and 4 with books)
- Name identification (1 min.)
  putting name in box of those who had difficulty identifying their names
- F sound: Mrs. G. shows pictures of objects beginning with letter of f- children identify; boys called on to give names of other things that begin with f sound. (7 min.)
- Weather story dictated and written on chalkboard. Some of the children try to read along. (1 min.)
- Storyreading: Babar Loses His Crown (10 min.)

March 18 - MID-TERM DATA Literacy events occur 57.5% of session
Total class time: 132 minutes

- Reading/writing/name identification (14 min.)
- Storyreading: Little Rabbit's Loose tooth (12 min.)
- Introduction to SRA math worksheet: Mrs. G. prints "one wheel," "five fish" and "four cats" on the board, spelling words as she writes. (4 min.)
  (these are number of objects children are to draw.)
- Math worksheet: a few of the children look back at the chalkboard as a reference point (6 min.)
- Center time activity includes an alphabet pop-out puzzle, and art easel (29 min.)
- Storyreading: Nothing but Cats (11 min.)
  All About Dogs
  Go, Dog, Go
  some echo reading by children

Mrs. G.

May 6: Literacy events occurred 26% of session
Total class time: 130 minutes

- Location of nametags/reading sharing time (15 min.)
- Storyreadings: The Sign Book; Harry the Dirty Dog (9 min.)
- Writing lesson: "I Love You" (8 min.)
- During snack time children recite parts of "One Day I Saw A Downy Duck" (2 min.)
- Lippincott worksheet: matching pictures of tools with pictures of workers who would use them (14 min.)*

*non-print related

May 7: Literacy events occurred 39% of session
Total class time: 130 minutes

- Looking at books and printing (15 min.)
- Storyreading: Springtime for Jean-Marie (7 min.)
- Making Mothers' Day Cards (most children spend the most time drawing pictures, but there is some printing) (18 min.)

June 5 - FINAL OBSERVATION Literacy events occurred 46% of session
Total class time: 129 minutes

- Looking at books and printing (also drawing) (11 min.)
- Discussion of words that begin with 'w' - 'wuh' (11 min.)
- Storyreading: Sylvester and the Magic Pebble (15 min.)
- Center time includes printing at chalkboard; Mrs. G. labelling paintings according to children's dictations; also some letters on paintings (22 min.)

APPENDIX D

FINAL OBSERVATION

Mrs. G.'s class: 6/5/81
Aide present

Researchers: Putnam and Watkins
Watkins typed notes
Focus of observation: whole class, as well as Kia

Time On the Line Summary

		Minutes	L.E.
Children arrive	12:36		
Transition	12:36-12:38	2	
LOOKING AT BOOKS, PRINTING, DRAWING	12:38-12:49	11	* (partial)
Transition/Pledge/ Transition	12:49-12:55	6	
"W" WORDS	12:55- 1:06	11	*
STORYREADING: SYLVESTER AND THE MAGIC PEBBLE	1:06- 1:21	15	*
Transition	1:21- 1:21½	½	
MATH (ORDERING NUMBERS)	1:21½-1:35	13½	
CENTER TIME	1:35- 1:57	22	* (partial)
Clean-Up/ Transition/ Snack/ Transition	1:57- 2:30	33	
SONGS	2:30- 2:36	6	
Coats, ready for home	2:36- 2:45	9	

SUMMARY:

		%age of Total Time
Total Class Time	129 minutes	
Total Time Spent on Activities	78½minutes	61%
Total Time Spent on Non-Activities	50½minutes	39%
Time During Which Literacy Events Occur	59 minutes	(46%)

Mrs. G's class: 6/5/81
Aide present

Focus: Whole class and Kia
Researchers: Putman and Watkins

Transition: 12:36 - 12:38

Children enter at 12:36 and begin putting things away.

Mrs. G goes to her desk: "We need to put some books out on the table."
No books on table and children start to sit down.

LOOKING AT BOOKS, PRINTING/DRAWING
12:38 - 12:49

12:38 Mrs. G: "No books on the table. I've got to put books out."

"You may choose a book you like, Erik," said Mrs. G. She puts books on the tables and the children look at them immediately.

Mrs. G: "Study that book. It has lots of good things in it."
Emango: "But I can't read."

"Is it magic?" Emango, Dwayne, Jemal are playing with "Match and Check" board. (One circle shows animal pictures, other shows printed word. Idea is to match)

12:41 4 children looking at books

_____: "This say 'dog'. and 'ball' 'house' - She is correct.

Chaka brings paper over and draws

_____ has paper and draws on it. Shante has match and check game with capital and small letters, but she isn't looking at it much.

Gregory looking at Abraham Lincoln; Leo and Clifford have paper and pencil. Leo draws on on side; Clifford sits and does nothing for awhile.

12:44 Tasha, Kia, and Veleka at Kia's table.

Veleka: As she draws, "Great big house. Watch this big door." (draws a big door) Tasha then assists Veleka with the house.
Tasha: "Get a big paper." (twice)

The girls then take their pencils and measures them.
Kia: "Mines still longer."
Karima: (joins them later) "Mines longer than yours."
Kia: "Same size"
Karima: "This one, dummy." (referring to her own pencil)

Veleka begins to write numbers on her picture and says, "This is a phone number. This houses phone number." 140
Tasha writes occassionally, Kia draws her hand, and Veleka drawing a hose.

Mrs. G's class: 6/5/81

12:48 Grouping Pattern
11 children with paper
2 with books (Jemal - Counting Book and Dwayne - Goldilock and 3 Bears
3 with Match and Check

12:49 Kia's table:
"Where's your phone number, Kia?" Karima. She gets up and goes over to Kia, who ways numbers in phone number slowly.

12:49 - 12:55 Transition/Pledge/Transition

12:49 Mrs. G rings bell and says to a child: "Let's do it at playtime, cause we're gonna start school now."

Mrs. G again, "We're ready to startschool"

Again: "Come Laurie, please. We're going to start school."

12:51 Pledge

12:54 Mrs. G calls the names of children and asks them to sit up.

'W' WORDS
12:55 - 1:06

(taped)

12:55 Mrs. G: "We have some words today that begin with wuh. After we say 'em, we're going to write 'em up on the board. Let's start out and everybody can help me." Mrs. G shows picture cards and children name them as she places them in strips on felt board. "Watch, witch, washer, worm, well, and watermelon."
Mrs. G: "I'm going to ask Gregory to say the top row for us. Gregory."
Gregory: "Washer, witch, worm."
Mrs. G: "Jemal, you say the second row for us."
Jemal: "Watermelon, well."
Mrs. G: "Right, that's called a well. You put the bucket down and them what do you get?"
Children: "Water"
Mrs. G: "Do you remember the story about Tiki Tiki Tembo, knows how to ..... Kia, what happened to him?"
Children: "He fell"
Mrs. G: "How did they get him out, Leo?"
Leo does not respond.
Mrs. G: "Leo, how did they get Tiki Tiki Tembo out of the well?"
_____: "He had to go to the....."
Mrs. G: "Clifford, do you know Leo? Tell us, everybody would like to... Clifford, can you tell us how they got him out of the well?"
_____: "I know."
Dell: "They wind that thing up and got him out."
Mrs. G: "But in the story about Tiki Tiki Tembo they got hm out a different way. Glenn, how'd they get him out?"
_____: "With the ladder"
Mrs. G: "The ladder. Who had the ladder, Kareem?"
Kareem: "Old man"
Mrs. G: "Jemal, what was the old man doing when little Chang came?"

Mrs. G's class: 6/5/81

Jemal: "He was sleeping."
Mrs. G: "He was sleeping. They had to wake him up to come with the ladder. Now let's all of us say all these 'wuh' things together."
Children along with Mrs. G repeat the names of the pictures.

Mrs. G turns the cards over and the children begin to repeat the names of the pictures with her.
"Wall, (some say bird and Mrs. G says 'wing') waffle, woman, waterfall, and wolf." As they say the word wolf, some children make a howling sound.
Mrs. G: "All the wolves are asleep. All the wolves have to be asleep now. And I'm going to ask, I'm going to ask somebody who's nice and quiet. Erik, tell me something that begins with wuh. We just talked about it."
_____: "I know."
Mrs. G: "Kareem? Something that begins with wuh. Tell me a whole word that begins with wuh."
_____: "water"
Mrs. G: "It's Kareem's turn. Something that begins with wuh, Kareem?"
Kareem: "Water"
Mrs. G: "Water - I'm going to show you how to write it. (Spells as she writes water.) Letter 'w' makes the sound wuh. Karema, tell us something that begins with wuh.
Karema: "aqua" (twice) Spanish word for water
_____: "How you spell, aqua?"
Mrs. G: "I don't know cause I never heard that word before."
Some children giggle and one girl says, "I know."
_____: "She means water."
_____: "She said aqua, that means water."
Mrs. G: "I am going to sit down and I am going to wait until every person in here has their.....

(FROM NOTES)
Children comment on bug crawling on child's shoe. Kareem sees another. Mrs. G threatens to take away play time. "I'm waiting - Pretty soon, I'm going to send everyone back to the table.....Now, we're trying to think of things that begin with wuh.

We wrote 'water' and wolf. Tasha, something else that begins with wuh."
War is mentioned and written on board.

(TAPE)
Mrs. G: "Nyree, something that begins with wuh."
Nyree: "wall"
Mrs. G: "Wall - Can anybody else think of anything, Kia?"
(Inaudible)
Mrs. G: "That's ruh, this has to be wuh."
Someone calls out: "woman"
Mrs. G: "Woman, right. And Jemal has one. (Some child keeps calling out, "He hit me.") Just a minute, Yvonne. Stop throwing things. It's Jemal's turn. What begins with wuh? What word, I couldn't hear your word.....(Jemal responds and Mrs. G says)....The way to say that word is whip. It's not whup. Can you say whip? That's the thing that you go (makes sound of whip) That's called whip. Say it again. Whip. Yvonne?"
Yvonne: "wolf"
Mrs. G: "Wolf - we put down. Dell?"
Dell: "wood"
Mrs. G: "Wood - Good for you Dell. (Someone gives Dwayne) No, that's 'dwuh, that's different from wuh."

Mrs. G's class: 6/5/81

_____: "Waffle."
Mrs. G: "Waffle - you got one.....I think we picked a hard one today. It's really hard to hear that sound 'wuh'. I'll read you the words that we have water, wold, war, witch, wall, woman, wood, waffles..... (as she reads points to the print) It's a big book and when it's quiet, we'll start."

STORYREADING: SYLVESTER AND THE MAGIC PEBBLE
1:06 - 1:21

Discussion and Comments During Storyreading

Mrs. G begins to read and stops almost immediately. She is sitting on the piano bench and holds book with one hand and chin with other.

Mrs. G: "Who's talking back there now? Karima, sit up. Nakia, stop the crying. Sylvester Duncan lived with his mother and father, Erik."
Girl: "I can't even wait, cause I'm thirsty."
Mrs. G: "You're going to get a drink in a minute. But you're taking our time."
Girl: "I can't wait cause I'm thirsty."
Mrs. G: "Dwayne, sit up. (stern tone) Erik, are you ready to hear a story? Jemal, are you? We'll try not to pay attention to those bugs for a minute."

1:08 Begins to read "Emango, I can't have you making that noise up here, we're going to start over one more time. (Begins text and continues)

Mrs. G: "Pebbles - that's rocks"

Mrs. G: "Tasha, what did he find?"
Tasha: "He found a fish."
Mrs. G: "See you're not listening. Do you know, Kia, what he found?"
Kia: "rock"
Mrs. G: "Right, he found a special rock."

Mrs. G: "Kion"

Mrs. G: "It ceased - that means it stopped all at once."

Mrs. G: "Kion, what happened when he rubbed the pebble?"
(Inaudible)
Mrs. G: "Nope, you're not listening."
_____: " I know."
Mrs. G: "Kareem, what happened? (Inaudible) And now, what happened? He said something. Gee, you're a good listener, what happened.
_____: "Stop raining, and it stopped."
Mrs. G: "That's right. He said, 'stop raining, and it stopped.'"

NOTE: Mrs. G asks question to check on whether noise makers are listening.

Mrs. G: "In his hoof - that's like his front foot."

Mrs. G's class: 6/5/81

Mrs. G: "You can take him over with you Mrs. B. He's not paying attention at all." (referring to Jemal)

Mrs. G: "Veleka, what had happened to him?"
Veleka: "He got changed into a rock."
1:14 Mrs. G: "He got changed into a rock, that's right."

Laurie: "Ohhhhh, teacher." Emango pops up to look at tape recorder. Mrs. G puts hand on child's arm and pulls him to teh floor, continuing to read.

Mrs. G: (soft voice) "Sit down Aleeah, so people in the back can see."

Mrs. G: "The embraces - that means hugs."

_____: "That was a long book."
Mrs. G: "That was a very long story about Sylvester and The Magic Pebble.

1:20 Story ends

Dell: "Teacher, did they get him out?"
Mrs. G: "They did, right at the end. I'll show you. Did you hear that? Here he is. Here's the rock with all the picnic food on it. I'll leave it up here so you can see, Dell, up closer. And then he stays wishing inside his rock that he could be himself. And here's the little pebble right here. Laurie. And then he changes back into himself and you see all the picnic food falling off of him."
_____: "Yeah"
Mrs. G: "Just like that. And now they're just having hugs and kisses because they're so glad that he's back. And here he is."
Dell: "Oh, they saw him bust out the rock."
Mrs. G: "Yes, changed right back into a person again."
_____: "How'd he change out de rock?"

Transition: 1:21 - 1:21½ Mrs. G: "Aisha, did you come to school by yourself? Did you cross the street at the traffic light. (Child comes in 50 minutes late and Mrs. G asks her about her arrival and mother)

MATH (ORDERING NUMBERS)
1:21½ - 1:35

Mrs. G: "Before we have anytime to play, we have some numbers to put, I hope you're listing Leeah, in order. You put your numbers in order. Go (counts to 20, as she counts points to fingers) . You put all your numbers in order, we'll give your envelope a star and then you may play. You can do your numbers right here on the floor or at your table. Stay right there and I will give you your numbers while you are sitting right there."

18 children ordering on rug.

Kia talking to Karima, who says, "I'm ordering mine now."

Mrs. G's class: 6/5/81

1:26 Mrs. G announces - "Tasha's finished ordering her numbers. Hurray! Tasha's the first person to get a star."

Tasha to Kia: "You have a long, long time to go." Kia sings to self.
Another child: "I don't have a one."
Tasha to that child: "Yes, you do."

Leader yells to child: "You need these?" (holds up scissors, throws scissors to Kisha. Calls of "Teacher" can be heard.

Leah points to 11/12 in front of Kia,
"Kia, They mine."
Kia says: "No, they're not" and raises fist. When she turns her back, Aleeah takes 11/12.
Leah: "Can I go out to play?"

Mrs. G helps Lorraine lay out numbers. Kia lays out numbers.

Kia lays out numbers.

Leader, pointing to her string of numbers, "Ms. G, look at mine."

Kia: "I'm done."
Emango runs by Gamons grabs him, puts him in a chair.

Chaka orders her numbers and helps Aisha to arrange her numbers through 12. Aisha then puts 17/18, 15/16, 13/14, 17/18, 19/20. As she puts down the number pairs, she returns to one and counts, pointing to numbers.

Emango and Karima tap each other as Karima sings, "kitty cat" over and over. Emango is unable to do the activity and Mrs. G asks Veleka and Dell to assit him. Dell remains at the table for a short time, but Emango leaves. Dell leaves also. Emango goes to the block area and runs around the table. Emango hits Nyree in the back and she is crying. Emango leaves and returns, hitting Nyree in the head with a sharp blow. Mrs. G comes back and takes him to a chair to sit.

CENTER TIME
1:35 - 1:57

By 1:35 most of the children are in center time activities.

Aide helping Kisha.

Kia hits Emango on the head - 1:37. When Putnam frowns, she comes over and says, "I didn't hit him hard."

Mrs. G's class: 6/5/81

Grouping Pattern:
- 4 painting
- 4 at chalkboard
- 6 at water/measuring pool
- Tasha and Kion in housekeeping at play sink with baby. They are talking.
- Kia sitting at table alone doing Gingerbread Man puzzle
- Erik on rug, plays with house and ramp
- Jemal pushing play car around
- 4 girls with clay: Lorraine, Leader, Yvonne, and Aleeah.
(Lorraine says she made a "Chinese pizza.")
- 5 at sand table
- Nyree just standing and staring (She spells first and last name for Putnam)

NOTE: Very high noise level. Lots of yelling punctuates high noise level in room.

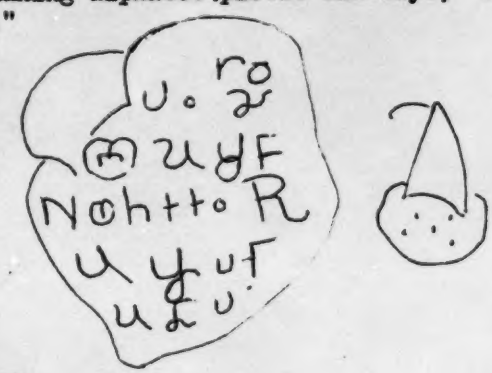
Discussion at sand table; one girl chases two other children with sand in her hand.

Some boys take clay to Mrs. G;s table.

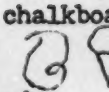
Stephanie: "What you all doin? Makin some dog food? I'm makn some dog food." (She is filling play milk bottle with sand)
Dell: "I'm makin cat food." (He is filling muffin tin with sand.)
Stephanie: "I saw a bug crawlin in the sink.....I'm makin egg salad."
Boy across from her playfully tugs at her spoon, she grabs it back.
Dell: "We makin cupcakes, too."

1:37 Jemal painting
Dwayne painting
Dell painting
Veleka at chalkboard

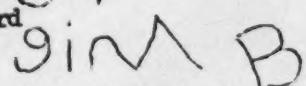
Veleka draws ice cream cone after making alphabet pictre and says, "Look at this upside down ice cream cone."



Kareem writes on chalkboard



Kisha at chalkboard



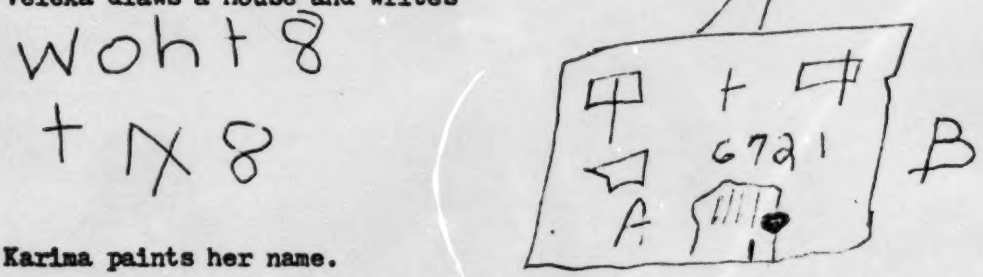
Mrs. G comes into the area and asks Dwayne, "What kind of car?" She labels his picture, "a dram car"

Dell's picture is labeled, "an ice cream cone"

Jemal's picture labeled, "a whole building on fire"

Mrs. G's class: 6/5/81

Veleka draws a house and writes



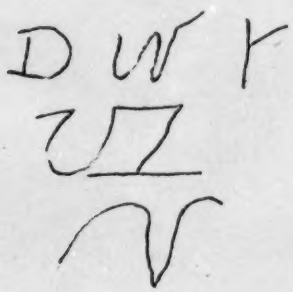
Karima paints her name.

Jemal's picture is labeled "a motor car going over a racing car."

Mrs. G comments as she looks at artwork, "Dwayne, that is really nice." "Beautiful."

1:48 Kia at chalkboard

Dwayne paints



Kia paints a picture of a robot. When Mrs. G asks her how she would like her picture labeled; she says, "a robot." Mrs. G: "What do you think a robot begins with?" (writes the word) Kia's picture is labeled, "a robot" "A lady clown. She isin the circus. She has a wig on. Her hair is very long. It goes all the way down to her fingers."

1:52 Children at clay table. Aide says to them, "Make some good food."
Lorrine yells: "Hoa - gie, hoa - gie."
Walking over to aide holding up large roll shaped clay.
Two boys at next table working with some pieces of clay. Clifford stabbing holes in clay with knife. Then he starts to cut off a piece from the end.
Leo, "Don't cut off that piece."
Leo: "Don't cut a big piece. "Cut little pieces." The two proceed to cut smaller pieces of clay.

Mrs. G's class: 5/6/81

1:55 Grouping Patterns:
- 2 boys on rug playing with Playschool ramp (they are colloborating)
- 3 girls at one table with clay
- 2 boys at next table with clay
- 2 girls on floor with jacks
- Leader in loud voice finished clay, gets more
- 5 at sandbox
- 2 painting
- several unengaged

Clean -up/Transition/Snack/Transition 1:57 - 2:30

1:57 Mrs. G tells the children at the sand table that it's time to put the top on the sandbox. She then flashes the lights at 1:58.

Children are very noisy during clean-up.

2:00 Bell rings - Transition to Snack Time

Children sitting at tables; quieter. The boys are sent to the bathroom.

Mrs. J goes to the table and says, "The bell rang."

At Kia's table, girls leap-frogging over chairs.

2:12 Bell Rings
Mrs. G: "Okay," and she goes to the chalkboard, prints "Talking" Karima, Alya, Glenn".
Mrs. G: "Leah, you don't want your name up here with Karima's, etc.

On the left hand side of board she prints the names of children not getting tickets, and reason why: "Stephanie - pinching and hitting
Emango - hitting Nyree."

Discussion and Kia's table. Karima, Aisha, Nyree, Kia, and Tasha.

Kia talks with Nyree: "Cause white milk is gooder for you than.....
Miss G. (calling out)
Nyree: "There's still some more white milk."
Kia to Putnam: "Aqua is water."
When Mrs. G brings milk to the table, Kia says, "I waited."
The other girls had run over to other table to get milk.

Nyree: drinking milk: "It's good."
Kia offersPutnam milk. Nyree: "Want a straw?"
Tasha: "Want a napkin?"

Discussion at Jemal's table. Jemal, Erik, Glenn, and Kion.

Jamel: "I'm getting some vitamin c." (twice) Referring to milk.
Mrs. G explains that milk has vitamin D. She shows the word 'vitamin' and tells beginning letter.

Erik: "Ya'll can get some vitamin D."

Mrs. G's class: 6/5/81

Erik points to two boys with orange drink. "They got vitamin C and we got vitamin D."
Dell: "My grandma told me that this was vitamin C. (orange drink)
Dell: "Whoever got one cookie, they a fort (sees Watkins looking at him and says) - a bird."
Kion repeats: "Whoever got one cookie they a fort - a bird." He then leans over to tell the girls atKIa's table.

2:15 Mrs. G rings bell and says, "How Much Wood would a woodchuck chuck if a woodchuck could chuck wood?" (Repeated twice)

Girls put milk in middle of table: "Cheers."
Kia: "Cheers to the one sittin at our table." (looking at Putnam)
Tasha: "No one's the boss at this table cept her." (pointing to Putnam)
Putnam: "I'm not the boss."
Tasha: "Mrs. G's the boss."
Kia: "My mother and father the boss at home, and Ms. G the boss at school."

Kion calls over to Kia (Kion at next table)
Kia: "What he say?"
Kion from other table. "Bad momma titties."

Nyree: "My Daddy pick me up and put me on his shoulder."
Kia: "That what my Daddy let me do."
Tasha talks about her daddy putting her cousin on his shoulders.
Kia: "And my father put my sister on his shoulder."

Nyree: "Now, wait. Let me tell you something. (She taps Kis on arm) My father got a bald head."
Others laugh
Kia says she beat up
Nyree: "Now we don't beat up nobody 'cept Emango."
Kia: "We don't do that.....don't say that y'all."

Jemal says - "Toast for the fat mommies tittees." Other boys giggle

Kion: "Remember that other teacher, get that straw up your nose." (points to Jemal)
Jemal: "Get that straw up your nose."
Kion: "Dwayne told that other teacher a cuss word and that teacher said, don't tell me no cuss word no more."

As Jemal goes to the trash can he sings, Duke's of Hazzard Theme song.

2:24 Children called to the rug. Mrs. G: "Girls, finish up. Social hour's over. Everybody loves to talk."

Some yelling: Mrs. G, "stop. Stop right now."

Children seem to pay little attention as Mrs. G tries to get them settled for the next activity.

2:29 Mrs. G: "Well, let me see now. I've waited again to long for boys and girls who are going to the first grade."
Adds to the list - "Kion - talking; Dwayne - talking."

Mrs. G's class: 5/6/81

SONGS
2:30 - 2:36

Mrs. G: "I'm going to call on the quiet people first." She calls on Chaka, Gregory, and Veleka, but they didn't have a song. Tasha suggests, "Old MacDonald"
Mrs. G: "Tasha, since that's your song, you come and hold up the pictures for us.....
As Mrs. G is getting the pictures ready, children begin singing.
The children sing the 1st time noisily; Mrs. G tells them it was noisy and they sing again.

2:36 Mrs. G starts playing "Georgie Porgie" and as she does the children get their coats.

Coats, ready for home 2:36 - 2:45

Mrs. G adds, "Alya - hitting with book bag" to the board list.
Children noisy, no one watches her print. Children sitting at table.

2:40 Mrs. G passes out number envelopes that had been done earlier with children.
Nyree: "Mine's goin in the trash."
Nyree flaps arm like chicken and makes clucking noise.

2:41 Bell rings
Mrs. G: "Today the people who's name - (stops talking) Did you hear the bell, Yvonne? Laurie, heard the bell, I know."
Laurie: "No, I didn't."

2:42 Mrs. G: "If your name is on the board, you do not get a ticket; and stay a few minutes after school with me."

Children begin leaving and Mrs. G gives out "good behavior" tickets.

Leader says: "Laurie did very good today. Come and give me abig hug."
Laurie gives her a hug and smiles.

Mrs. G asked the children who did not get a ticket if they knew why. Alya and Stephanie gave their reasons. When Mrs. G asked Emango, he begins to cry and says, "I want a ticket. I'mo stop hitting people. I wanta stay in school. (repeats several times) "I want Mrs. J."
Mrs. G explains to him that she will go with him outside to speak with guardian.

PRINT IN THE CLASSROOM MRS. G 6/5/81

302 library books in the classroom

"Animal Words" and "Words To Grow On" posters in the library area. Pictures were labeled on these posters. There was also a calendar in this area.

Alphabet cards on the wall behind the piano.

Calendar in the front of the classroom with children's birthdays indicated on dates.

Written on the chalkboard was

Leaders	Flag	Helper
Jemal	Derrick	Kisha
Lorraine		

On a bulletin board to the right of the chalkboard was childrens pictures that were labeled: Spring, warmsun, flowers, Easter eggs, Easter basket, and rabbits

Children's names were written to indicate their closet areas.

Richard Scarry Poster in the back closet area (city helpers)

APPENDIX E - Profiles of Case Study Children

	"LITERATE ENVIRONMENT" CLASSES	"TRADITIONAL" APPROACH CLASSES
	In Mrs. B.'s class:	In Mrs. G.'s class:
	B.S.	R.D.
sex, race:	black male	black male
birthdate:	8/5/75	3/31/75
%ile ranking on the SESAT "environmental" test:	30th %ile (median range)	30th %ile
preschool experience:	yes	yes
	K.W.	K.G.
sex, race:	black female	black female
birthdate:	10/2/75	9/18/75
%ile ranking on the SESAT "environmental" test:	54th %ile (high range)	54th %ile
preschool experience:	no	no

	"LITERATE ENVIRONMENT" CLASSES	"TRADITIONAL" APPROACH CLASSES
	In Mrs. W.'s class:	In Mrs. C.'s class:
	O.F.	K.B.
sex, race:	black male	black male
birthdate:	7/6/75	10/17/75
%ile ranking on the SESAT "environmental" test:	23rd %ile (median range)	22nd %ile
preschool experience:	no	no
	L.B.	E.A.
sex, race:	black female	black female
birthdate:	11/15/75	1/02/76
%ile ranking on the SESAT "environmental" test:	26th %ile	30th %ile
preschool experience:	no	no

	"LITERATE ENVIRONMENT" CLASSES	"TRADITIONAL" APPROACH CLASSES
	In Mrs. R.'s class:	In Ms. C.'s class:
	K.B.	G.W.
sex, race:	black male	black male
birthdate:	5/13/75	11/28/75
%ile ranking on the SESAT "environmental" test:	1st %ile (lowest range)	1st %ile
raw score on vocabulary sub-test of WPPSI:	9	11
preschool experience:	no	yes (Get Set)
	K.G.	K.B.
sex, race:	black female	black female
birthdate:	7/27/75	9/18/75
%ile ranking on the SESAT "environmental" test:	48th %ile (high range)	44th %ile
raw score on vocabulary sub-test of WPPSI	9	11
preschool experience:	no	yes